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ABSTRACT

The two training manuals provide activities and exercises intended for use in college-level study groups for students needing assistance with academic English. They were prepared as part of a larger project at California State University at Los Angeles to enhance curricula, instruction, and preparation of students with limited English. In each volume, the first section contains a brief description of the study group program and some exercises designed to build group cohesion and communication. The subsequent three sections in each volume contain activities to accompany study groups for general education courses. In the first manual, these courses include: Humans and their Biological Environment (biology); United States Civilization (history); and Introduction to Psychology. In the second volume, the courses are: Introduction to American Politics and Society (political science); Principles of Sociology; and Oral Communication (speech). The exercises were contributed by a number of individuals. (Contains 25 references.) (MSE)

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ED 363 112

LEAP

LEARNING ENGLISH-FOR-ACADEMIC-PURPOSES AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Training Manual
Year One

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PROJECT LEAP: Learning-English-for-Academic-Purposes

TRAINING MANUAL - YEAR ONE

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Professor Carole Srole received her B.A. in 1970, M.A. in 1973, and Ph.D. in 1984 all from UCLA in History. Her research area centers on U.S. Women's History, specializing on "working" women. Her commitment to teaching began as an undergraduate, as she watched professors who hated teaching but loved research and spent so much time doing something they disliked. As a teaching assistant, she observed that students lacked skills faculty assumed they possess, such as distinguishing between topics, theses, and supporting details in lectures, readings, exams and papers. In 1974-75, she received the History Department's award for Most Distinguished Teaching Assistant and a university teaching award as well. At CSLA, she has continued her efforts to teach analytical skills, experimenting with a variety of different techniques. In Spring 1991, she wrote a manual for the History Department on teaching analytical skills. More recently, she has co-authored a manual for students on critical thinking.

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INTRODUCTION

This training manual represents a major effort of Project LEAP - Learning English-for-Academic-Purposes - a three year Fund for the Improvement of Postsecondary Education (FIPSE) supported project at California State University, Los Angeles (CSLA).

One of 20 campuses of the California State University, CSLA is a comprehensive urban university serving a student body of 21,000 students, the majority of whom are high risk, first generation, students from the ethnically diverse communities which surround the campus. Project LEAP seeks to improve the academic language skills of language minority students, both native and foreign-born, by enhancing the curriculum and teaching methods of selected general education courses and supplemental peer led study groups. The primary target populations for Project LEAP are immigrant or native-speaking bilingual participants of CSLA's Educational Opportunity Program (EOP), an academic support program for low income, first generation college students, 54% of whom are Hispanic, 14% Asian, 8% African-American, and 2% white. Thirty-three per cent of CSLA's EOP students are admitted to the university on special admission status, with SAT scores and high school grades below the level which would otherwise qualify students for regular admission.

Project LEAP consists of four major components: (1) study group courses, team-taught by peer study group leaders and language specialists and paired with the corresponding general education courses; (2) faculty development training to assist general education instructors to incorporate language instruction into their courses; (3) curriculum modification to institutionalize language-sensitive instruction into the targeted general education courses; and (4) project continuity and dissemination to train future instructors and study group leaders, and to share project results both at CSLA and with other colleges and universities.

The activities and exercises presented in this manual were developed for the three courses targeted in 1991-92, Year One of project funding: Biology 165 - Humans and their Biological Environment, History 202B - United States Civilization, and Psychology 150 - Introduction to Psychology. The materials were designed for use in the three general education courses by the study group leaders, language specialists, and course professors. Some of the materials were developed for use in the study group, others were designed with the lecture class in mind; in some cases, the materials can be used effectively either in the study group or the lecture. All have as their goal assisting students to improve their academic language skills whether, for example, by focusing on a specific writing skill such as summary writing, or by teaching students key analytical thinking skills such as categorizing evidence in preparation for constructing an argument. We believe the materials can be used effectively with all underprepared undergraduate students, regardless of language background, who need assistance in mastering academic English.

The manual is divided into four main parts: Part I provides an overview of the existing CSLA Study Group Program, including sample activities used in the study groups. Part II presents materials developed for use in Biology 165, Part III contains the exercises designed for History 202B, and Part III the Psychology 150 materials. While the activities and exercises were designed specifically for the three targeted courses, they are also meant to have more broadly based application. That is, they serve as models of language enhanced activities and methods which could be used in any general education course where improved academic language skills is the goal. We invite the users of the manual to employ the materials in the three CSLA courses for which they were originally conceived and to adapt and modify them as needed for use in other CSLA courses or at other colleges and universities committed to improved instruction for language minority students.

We also ask the reader to review the manual with an eye to determining which important academic language skills are not addressed in the exercises. Our Year One materials in no way represent the full spectrum of academic language skills required throughout the general education curriculum or even a comprehensive treatment of the language skills required in the targeted courses. Instead, the materials represent the interest and expertise of LEAP faculty and staff who developed materials in response to their assessment of what their students needed. By the end of our three year effort, we hope to have a more comprehensive treatment of the language skills usually required in the general education curriculum.

A companion document to this manual is the Project LEAP Year One Evaluation Report, which provides a complete student profile and summarizes student performance in the three Year One courses. The report is available upon request from:

Project LEAP
California State University, Los Angeles
Learning Resource Center
Library South 1040A
5151 State University Drive
Los Angeles, CA 90032
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Special thanks to Linda Zepeda, Office Manager of the Learning Resource Center, and her assistant, Irma Ramirez for managing the production of this manual and for their perpetual good humor!

PART I
CSLA Study Group Program

The CSLA Study Group Program is an 11-year collaboration between CSLA's Special Services Project and Educational Opportunity Program (EOP) to improve the academic performance of high risk students in the general education curriculum. The Study Group Program has its roots in two innovative pedagogical systems: higher education's supplemental instruction approach, providing group tutoring for students enrolled in high risk courses, and cooperative learning, emphasizing group interdependence and self-help. CSLA's Study Group Program is unique in that its targets both high risk courses and high risk students.

Each quarter, 15-20 general education courses are identified for enhancement with study groups. EOP counselors advise students into selected sections of general education courses and into the accompanying one-unit study group, University 060. Study groups meet for three hours per week; enrollment is limited to 15 students.

A trained peer study group leader (sgl) attends the course lectures with the students and does the course reading. Following each lecture, the study group leader facilitates a group study session in which students are assisted in mastering course content, preparing for exams, developing individual study skills, and practicing group study techniques. The focus in the study groups in on the involvement of students in the conduct of the group. Leaders are group facilitators, not instructors, leading activities in which students are active participants.

Study groups leaders are upper division and graduate students who are recommended by faculty, and have earned at least a "B" in the course to which they are assigned. They participate in an initial 18-hour training program, are intensively observed and evaluated weekly during their first (and sometimes second) quarter of employment as a study group leader, and attend bi-weekly staff training meetings.

Funding for the Study Group Program is shared by the CSLA Special Services Project grant, which funds the position of Study Group Program Coordinator, and EOP which funds the salaries of the study group leaders and provides for student clerical assistant support.

Project LEAP was originally conceived as an enhancement of the Study Group Program, in response to needs expressed by study group leaders to work more effectively with their students' language skills. Project LEAP prepares study group leaders to assist students in mastering the academic language demands of the course, as well as mastering course content. LEAP study groups meet for four hours per week, as compared with 3 hours in the regular study group model. Because of the expanded format, LEAP students participate in language development activities such as the ones described in this manual, and receive two units of academic credit for participation in their study group, as compared with one unit of credit for participation in regular study groups.

One goal of Project LEAP is to introduce language development exercises into all CSLA study groups. As LEAP faculty language specialists and study group leaders develop materials, other study group leaders are trained to experiment with them in their regular study groups. By the end of three years of experimentation, during the grant period, we will choose the most effective and most implementable language development exercises which will become part of the curriculum of all CSLA study groups.

What follows is an overview of the basic instructional principles of the Study Group Program, which focus on content mastery and study skills development. For a more detailed description of the Study Group Program, please contact Steve Teixeira, Coordinator of CSLA's Study Group Program, at (213) 343-3965.

The GQRS Method

"G"ROUP:

Study group leaders, by providing opportunities for students to engage with the material and with each other, teach students self-sufficiency. Interpersonal interaction in study groups is crucial for high risk students who often feel intimidated about speaking up in class, and often need to be actively invited to participate fully in their learning. For language minority students, the study group may be a rare opportunity to practice communication skills.

The first meeting of the study group course is devoted to group-building exercises which help students get to know each other and develop a sense of being a team. As the study group progresses, students take more responsibility for the conduct of the group.

"Q"UESTION:

A question-answer format is used to assist students in gaining mastery of course content. At each meeting of the study group, the study group leader prepares questions from the previous day's and current day's lectures and reading. Students engage the material and each other, sometimes utilizing games, such as Family Feud, in which students divide into competing teams. An important goal of the study groups is that by mid-quarter every student will be actively participating in answering questions. The key to success of this approach is the study group leader's preparation of good questions, including "big idea" questions. Without preparation, study group leaders complain the "students don't speak up" or "they don't do the reading"; with adequate preparation, and structuring by the study group leader groups are lively and interactive. In later study group sessions, students bring in questions they have generated themselves from their reading and lecture notes, with the study group leader taking a back seat as students assume greater responsibility for the group.

"R"ECALL:

The first twenty minutes of the question-answer period is devoted to recalling the main ideas of the previous day's lecture and reading before the current day's work is reviewed, thus providing an opportunity for students to reinforce their previous learning.

"S"TUDY SKILLS:

At least three times each quarter, study skills presentations are made by either the study group leader or a Study Skills Specialist from the Learning Resource Center. The presentations include activities using actual course material, and include follow-up sessions to allow students to practice using the skills during the quarter.

PRACTICE QUIZZES:

Study group leaders prepare practice quizzes often during the quarter, particularly before each midterm and the final examination. Quizzes have a good mix of easy, average, and difficult questions. Quizzes are designed with a specific purpose in mind. For example, the study group leader might give a quiz in Week 2 that emphasizes textbook reading, thus encouraging students to start early with their assigned reading. Prior to a presentation on note-taking, for instance, the quiz might emphasize lecture material, thus uncovering any note-taking weaknesses students might have.

SUPERVISION AND TRAINING:

A key to the success of the Study Group Program is the quality of the supervision which study group leaders received. Study group leaders complete self-evaluations (see pages 11-12 for self-evaluation form), and are observed by team leaders and the Program Coordinator weekly during their initial quarter of employment, and for longer, if necessary (see pages 13-15 for the Study Group Observation Form).

SAMPLE EXERCISES (1) Group Building Exercise for New Freshmen

[Instructions to the Sgl:]

Arrange the group in a circle. Introduce yourself and have each student introduce and tell a little about him or herself. Tell the students: "THIS EXERCISE IS CRUCIAL for getting familiar enough to take the "RISK" of answering questions. You wouldn't want strangers to think you were "DUMB"--and that is just what freshmen worry will happen if they answer incorrectly. By meeting, laughing, and sharing our worries about CSLA, we begin a team relationship that is the foundation for our work." Ask students to address the following questions:

-Name
-(Questions 9-10, 13, 16, 17, from Group Building Exercise (2) page 7)
-What high school did you attend?
-What did you and didn't you like about high school?
-Why did you choose to become a CSLA student?
-What are you most looking forward to at CSLA?
-What are you most worried about at CSLA?

Namebounce (page 9) can be used following this exercise during the first few meetings of the study group, until students and the leader know and use each other's names with ease.

(2) Group Building Exercise

[Instructions to the Sgl:]

The SGL asks the following questions. Each member of the group answers on a sheet of paper. On the other side of the paper they write their names as large as possible. After answering all the questions, they all stand and circulate around the room, sharing their answers with everyone in the room. As they share, they get each person to initial his/her name.

1. What is your shoe size?
2. What is your height in inches?
3. What is your birth order? (first-born, etc.)?
4. What is your favorite color?
5. What is your first language?
6. Name a city you would like to visit?
7. Name a city where you would like to live?
8. What is the title of the last book you read that had nothing to do with school?
9. What other languages do you speak?
10. What foreign countries have you visited?
11. What foreign countries have you lived in?
12. Name a phobia that you have?
13. What would you be doing now if you were not in school?
14. Name your hero when you were 12 years old?
15. What is one of your life ambitions?
16. What word or phrase can be used to describe you by those who know you best?
17. What event or situation in your life you are most proud of?
18. What event or situation in your life caused you the most pain?
19. What serious hobby do you have?
20. What special skills or talents do you have?
21. What are your strengths as a student?
22. What are your weaknesses as a student?
23. Name a social issue that you feel strongly about.
24. Who loves you?
25. Who do you love?
26. Complete this statement. When I am in the classroom I feel____.

(3) Group Building Exercise
(Developed by Anthony Bernier)

When: first week and as necessary
Name: "Name Bounce:"
Purpose: to facilitate student interaction and increase social comfort; provide a low grade social risk social exercise
Description: When students become even marginally familiar with each other's names, abruptly announce "Namebounce!" Explain that Namebounce means merely that one student calls out another's name, that person, then, must in turn, call another person's name, and so on. Permit students to duplicate calling on the same person many times if necessary, but be certain everyone eventually gets called. Try to increase the pace. And allow students to "cheat" by helping one another. This game facilitates group-centered discussions in subsequent study group meetings as students already refer (and defer) comfortably to each other, rather to the SGL, for problem solving.

(4) Group Building Exercise
(Developed by Anthony Bernier)

When: second group meeting
Name: "Group Pledge/Ritual"
Purpose: to solidify students as colleagues, team players in the academic game; to establish group centered interaction (rather than traditional, Teacher Assistant/leader-centered); to provide a comfortable social space wherein students can expose academic insecurity and receive group support
Description: Informally restate Study Group purpose of the study group and elicit pledge of commitment. Assemble students in a standing circle, gather course textbooks from students and place in stack outside of circle. Briefly review study group objectives, requirements and responsibilities, discuss team-effort purpose of study group ("team" means practice, mistakes, improvement, shared failures and advances in study skills, course content, group process, fun). Introduce textbook as a "best friend" for this term. Re-position textbooks to center of circle on small table or desk. Administer the Pledge:

> Study Group Leader: "I'm going to ask ________ to step forward into the center of the circle to take the pledge. Please place your hand on the stack of textbooks."
>
> SGL: Please state your name
> Student:____________________
>
> SGL: Do you, ____________, promise to try very hard to make this text your friend, and to work hard not to fall behind in your reading?
> S: I do.
>
> SGL: And do you, ____________, pledge that you will be loyal to your fellow group members, trying your best to help and support your colleagues to do well in History 202B and receive help and support in return?
> S: I do.
>
> SGL: Congratulations. Welcome. And here is your bookmark, a symbol of your promise (A small token to commemorate the pledge.)

Students often clap after each member takes the Pledge.

(5) Group Building Exercise
(Developed by Anthony Bernier

When: as necessary, but not before mid-term
Name: "Nicknamebounce"
Purpose: to reinvigorate and recommit group cohesion after exams, major assignment, or general energy downturns

Description: By now students ought to know each other rather well. This activity provides students opportunity to "rename" their colleagues. Form even numbers of small groups, ideally three or four students in four groups (works also for two large groups). Instruct each group to face-off with another and select a nickname for each member of the opposite group. Allow wide latitude (serious, funny, absurd, etc.), but monitor to head-off problems. Reconvene whole group and allow nickname swapping. [Refer subsequently to Namebounce exercise using nicknames].

(6) Group-Centered Process:
(Developed by Anthony Bernier)

When: as soon as possible after group building
Name: "The Process"
Purpose: to teach model, practice, and improve student-facilitated, group-centered, discussion leadership (for academic and work environments)

Description: Review and disclose a central goal of study groups: to provide students with necessary skills and confidence to eventually initiate and successfully operate independent study groups for their other courses. Announce that, after today, in turn, each member of the group can expect the opportunity to lead at least one, 15-minute discussion. This raises a creative anxiety. Assure them that we plan to practice and help each other get better throughout the term. Recall "The Pledge."

Secondly, proceed to conduct a conventional "Question, Review and Study" (QRS) session: successively ask students to a) recap the topics and ideas of the prior day's lecture/reading; b) discuss the present day's lecture/reading material (at this point, refer to the chalkboard for content vocabulary); and c) scan the course syllabus to prepare for upcoming material. SGLs receive training on many methods to execute these steps.

Thirdly, at the conclusion of the allotted time for QRS, abruptly stop content-based QRS discussion. Ask students to reconstruct the discrete exercises they just completed. SGL must push students beyond merely recounting the three QRS steps. Ask specific questions about how and where the group began to discuss the material; who talked/who did not and why; did discussion adhere to the priority list of the course content or did it veer away; did the group sufficiently and efficiently dedicate a proportionate amount of discussion to the more important concepts; did students refer to and help each other or try (and so must certainly fail) to lure the SGL into answering content questions; did anyone keep an eye on the clock to refocus discussion, etc.)

Also ask for suggestions about other methods and ideas to improve the quality of the group's discussion (could the group use the chalkboard better? Ought the group perform this exercise at the beginning or the end of the study group time? What steps can the group initiate to make everyone more willing to contribute? Ought the group ask the professor about unanswered content questions and who shall do it? etc.).

As students engage these Process questions they become conscious of how better to facilitate a meeting or group conversion to maximize collective participation and thus increase group cohesion and solidarity. Discuss that the group needs practice, but note that self evaluation of The Process happens at the conclusion of each discussion to insure steady improvement.

Remind students that they own the group. They take the exams. They write the papers. Advise them that the day may come when the SGL cannot attend a study group session. If they practice with an eye toward eventually taking control themselves, they won't need the SGL. Therefore, advise students to take written notes on The Process and the specific steps we take to improve. Finally, inform students that at first, 15 minutes sufficiently samples The Process. But as they improve and move forward they can decide, with the SGL approval, to lengthen the time.

Ask for a first volunteer to facilitate the next 15-minute session. Remind the group that the most important role of the facilitator lies not in mastery of content, factual recall, or even lecture attendance! The key to successful facilitating rests in the ability to help keep the discussion focused, prioritize, and to insure a fair spray of participation around the group. After the first volunteer completes The Process as facilitator, that person earns the right to select a successor. To increase motivation to master in The Process, inform students of the valuable advantages that possessing a facilitator's skills become in the "real"/work world.

Study Group Leader Self Evaluation

Discussion Leading

1. Did everyone participate in the discussion? Was it fun?
2. Were you able to involve the students who were not prepared as well those who were?
3. Did you give the students enough time to respond, and wait until they were through?
4. Did you give reinforcement for correct and for partially correct answers?
5. Did you make sure that all the words used in the discussion were clear to the students?
6. Do you redirect the questions asked to you back to the group?
7. Did you test the students even though they said they understood the material?
8. Did the students do more talking than you did?
9. Was the level of difficulty of questions or materials appropriate?

Study Skills

1. Did you explain the study skill clearly?
2. Did you give the students ample opportunity to implement the skill?
3. Did you explain how they can benefit by using this skill?
4. Did you relate it to your subject area?
5. Did you explain how it can be applied to other areas?
6. Will you remember to refer to this skill again throughout the quarter?

Quizzes and Tests

1. Was it short enough for the students to complete in the allotted time period?
2. Was the level of difficulty appropriate?
3. Did you review the quiz immediately after the students completed it?
4. Did you ask the students to explain how they got their answers?
5. Do the students who missed a question know why they missed it and where to find the correct answer?
6. Did you make notes of the questions that were frequently missed, so that you can test the students again later?

STUDY GROUP OBSERVATION FORM

Study Group:	Date:
Study Group Leader:	Observer:
Time and Place:	Date of last observation:
Length of Observation:	
Number of Students:	

I. How is the group working?

A. Do students feel comfortable in the study group?

B. Is the group leader-centered, student-centered, or group-centered?

C. Are all students participating in the study group?

1. Who isn't (names when possible)?
2. Which students are dominating? (names when possible)
3. Which students are "at risk"?
4. Which students are in E.O.P.?

D. Do students interact with each other (e.g., ask each other questions, give answers to group not just to study leader)?

II. GORS Method

A. Questioning

1. Do the study group leader's questions "target" students, using their names?

2. What types of questions are being asked by the study group leader (e.g., specific, detail-oriented questions, conceptual questions, all-or-nothing questions)?

3. Do questions seem to come primarily from preparation or from the study group leader's knowledge of content?

4. Is the study group leader able to break down large questions into easier-to-answer sub-questions?

5. Is the study group leader able to build easy-to-answer sub-questions into larger conceptual questions?

6. Does the study group leader give students enough time to answer the questions?

7. Does the study group leader prevent individuals from dominating?

8. Who judges the "correctness" of an answer?

9. What does the study group leader do when students are unable to answer a question?

10. Is the study group leader able to re-direct questions asked of him/her back to the group?

11. Does the study group leader paraphrase or have other students paraphrase student responses?

B. Recall

1. Does the study group leader begin the study group with time devoted to recalling the main points from the last day's lecture and readings?

2. How does the study group leader conduct the recall section of the study group?

C. Study Skills

1. Does the study group leader routinely discuss and reinforce study skills when appropriate?

2. Does the study group leader focus on the "process" of gaining information, or just details?

3. How many study skills presentations have been given to the study group?

III. Presentation

A. Did the study group leader seem prepared?

B. Were questions and topics organized?

C. How often are quizzes and mock exams given?

D. Comments on "prep" materials. (Please attach copy of "prep" material to the form.)

IV. Additional Comments

V. Recommendations

VI. Discussion with study group leader
Date:
Summary:

Study group leader signature______________________________

Observer signature____

PREFACE
Project LEAP: Course Overviews and Selected Exercises and Activities

Introduction

Parts II, III, and IV contain the materials developed in Year One of Project LEAP. Each section begins with an overview of the targeted general education course. Following is a selection of exercises and activities implemented in the study group course which were specifically developed to meet the goals of Project LEAP described in the introduction to this manual. The course overviews have been written by the professors of the three courses, Biology 165, Psychology 150, and History 202B. They include a brief background on the course, descriptions of the key changes implemented in Project LEAP, and the course syllabi. The activities which follow the course overviews were developed by the language specialists and study group leaders for use in the general education courses. The exercises and activities were motivated by three purposes.

First, they were designed to help students develop academic English language skills in the context of the three selected courses. Second, the activities were intended to help students learn and practice reading, writing, and study strategies aimed at improving their academic performance. This integration of language learning strategies and content learning strategies helped students become more efficient language and content learners. Educational research suggests that learning strategy instruction requires (1) giving students clear goals and objectives, (2) listing steps in the procedure, (3) giving a demonstration, (4) providing ample opportunity for practice, and (5) giving corrective feedback to tune performance. To ensure that students would be able to apply the language and content learning strategies not only to the Project LEAP courses, but also to other general education courses, steps one through five were followed. Specifically, the strategies taught in the study group were modeled and practiced more than once in different contexts. Moreover, before applying a specific strategy, students were made aware of the purpose of that strategy. Finally, after each strategy was used, students were asked to analyze it and decide the effectiveness of such strategies.

Third, the activities conducted in the context of Project LEAP were based on the rationale that for language minority students to become members of the academic community, they need to understand the demands of content-area instructors. For this purpose, much emphasis was placed on making students aware of the academic requirements of the general education courses.

PART II

BIOLOGY 165

Humans and Their Biological Environment
Professor Wayne Alley

Biology 165 - WInter Quarter 1992: An Overview

Biology 165 is a highly structured course that covers the gamut of environmental issues; under normal conditions, it is difficult to discuss all of the important topics adequately in one quarter. Biology 165 is taught to a large audience, typically ranging from 120 to 185 students, in a lecture room that has poor lighting and an undersized blackboard. The Department of Biology agreed to reduce the class size to 100 students in the Winter quarter of 1992 for the Project LEAP section, so that I would have a more manageable class but still maintain the atmosphere of a large lecture classroom.

I designed a course that included the language enhanced elements and study group pedagogy of Project LEAP. At the first meeting of the Winter quarter, students were given a handout that provided the goals of the course, a course outline and reading assignment, instructions for forming in-class study groups, protocol for the written assignment, and the procedure that I would use to assign final grades. The components of the course are described in the next sections. (See also the course syllabus included in this section).

Lectures

I explained to the students that my lectures would include the use of an overhead projector to display my lecture notes onto a screen, and that handouts of all detailed information would be provided to the students. These lecture techniques seemed to be well received by the students. I started presenting my lecture notes as overhead transparencies in 1990 because many language minority students were having a difficult time taking notes and understanding the lecture material. It is not a perfect system, and I have been revising and simplifying the transparencies each quarter, but I am convinced that students are able to take better notes when the material is presented in both oral and written form.

Peer Editing Groups

In-class study group activities were used to assist students in preparing the required written report. At the first meeting, students arranged themselves into small groups of four to five to form a permanent study group that was supposed to be culturally and radically diverse. The twelve students who were concurrently enrolled in the Project LEAP study group course were placed in three in-class study groups, and received additional instruction and assistance from the Study Group Leader, Valerie Papa and the Language Specialist, Lia Kamhi-Stein. Members of in-class study groups were to act as teams as they developed their written assignments, studied for exams, and prepared questions that might be incorporated into exams. The last 15 to 20 minutes of each Thursday lecture were allocated for in-class study group activities. I did not become personally involved with the study groups because I wanted the students to develop leadership skills and learn the importance of working together to solve problems common to the group. In order to develop a sense of group identity, I compiled special logos for each of the twenty study groups and presented them and their memberships to the class at the second meeting. The students seemed mildly amused and pleased with the effort.

Written Assignment

The written assignment was designed to reinforce the study group concept and develop written language skills. Each member of the group was to submit a first draft of his or her written report to two members of the study group for editorial review; the final draft was to incorporate these comments. Students could earn points for preparing a first draft of their report and additional points for a thoughtful evaluation of two student's papers. The completed written report was worth a possible 60 points of the course's 400 total points. See course syllabus for guidelines for writing, reviewing and editing the reports.

Reading Assignment

The statistical information and concepts contained in texts available for environmental courses such as Biology 165 can overwhelm and discourage non-science majors. Therefore, for the first time, I provided students with a refined reading assignment that focused on specific definitions and concepts. They were informed that I would take a substantial number of questions directly from this reading assignment; I felt this would encourage them to read and study the material in a more efficient manner.

Exam Questions Submitted by the Students

I permitted students to submit exam questions for the first time during the LEAP experiment. I hoped the reading assignment would be an important source of questions, but less than ten percent of all test questions submitted by the students came from the text. The percentage of student-generated questions that appeared on the three exams, was eight percent on the first exam, 38 percent on the second exam and 42 percent on the third exam. Clearly, as the quarter progressed more students took advantage of this opportunity.

Biology 165 Humans and the Biological Environment
Winter Quarter 1992

Professor: Wayne P. Alley **Office** Biol Sci 317 **Telephone** (213)343-2050

Office Hours: tentative schedule MW 13:00-14:00, TR 14:20-15:00

Text: Cunningham, W. P., and B. W. Saigo. 1990. ***Environmental Science a Global Concern***. William C. Brown Publishing

Course Outline and Reading Assignment

Date	Topic	Reading Assignment
Jan 7	Introduction	Chapter 1
Jan 9	Population Dynamics	Chapter 6
Jan 14	Human Population	Chapter 7
Jan 16	Matter and Energy in Ecosystems	Chapter 3
Jan 21	Human Nutrition, Food, and Hunger	Chapter 10
Jan 23	Biocides	pp.200-202
Jan 28	**First Exam (100 pts) (first draft and two reviews of paper and should be completed)**	
Jan 30	Environmental Health Hazards	Chapter 21
Feb 4	Hazards and Cancer	
Feb 6	Cancer continued	
Feb 11	Air Resources	Chapter 17
Feb 13	Air Pollution	Chapter 23
Feb 18	Water Resources	Chapter 16
Feb 20	Water Pollution	Chapter 22
Feb 25	**Second Exam (100 pts) (final draft of paper is due, see comments on the second page)**	
Feb 27	Nuclear Power	Chapter 19
Mar 3	Biological Effects of Radiation	
Mar 5	Solid and Hazardous Wastes	Chapter 24
Mar 10	Biological Resources	Chapter 14
Mar 13	Biological Resources and Endangered Species	Chapter 15
Mar 19	**Third Exam (100 pts) Thursday 8:00 to 10:30**	

Study Groups: Students will organize themselves into study groups having no more than 5 or less than 4 members per group. Each group will provide a **GROUP NAME** and **MEMBERSHIP** (including your SIDs) to me at the end of the first lecture. Each study group must be culturally/ racially diverse. The Thursday lecture will end at 11:15 so that members of a study group can remain in Biol Sci 144 to work on their written assignments, discuss course material to be covered on the next exam, or develop test questions that will be given to me. If questions meet the standards of the course they may be included on the exam. An asterisk (*) will appear at the end of all questions provided by students. Students cannot come up to me and ask questions during the study group time. **Study group time is not to be used for bull sessions, and you may not leave early unless approved by me**.

Protocol for the Biology 165 Written Assignment

Two current articles (written from 1990 to 1992) must be selected from a scientific journal for **one of the topics discussed in this course. EACH PERSON OF A STUDY GROUP MUST SELECT A DIFFERENT TOPIC.** AIDS will not be discussed in this class and cannot be used for the written assignment. Articles must be taken from a science, nature or environmental journal such as: *Science, Scientific American, National Geographic, Nature, Natural History, Wilderness, Sierra*, etc. There are many environmentally related journals located in the Cal State L A library. Newspaper articles cannot be used for the report and articles must be more than five paragraphs long. I may keep one or both articles for future reference.

One of the following options may be used for the written assignment: a **critique** of the two articles; a **synopsis** of the two articles; or **comparing/ contrasting** the thesis of the two articles. The written report must be at least two pages in length (typewritten and double spaced) and not more than three pages long. The following areas will be considered when the assignment is graded: subject content, organization, literary style, grammar, and neatness.

A copy of your critically prepared, typewritten **1st draft**, will be submitted to **two members of your study group** for editorial review. Their written Comments will focus on syntax, literary style, grammar, etc. Your final draft will incorporate the suggested editorial changes. The format of the final draft, which is due Feb 25th at 11:30 AM, will include: **title page** (title of article, your name, SID, date, names and SIDs of students reviewing your article); **Final Draft; 1st Draft**; **comments of Both Reviewers;** and the **Two Articles**. Five points will be deducted from the total earned points of the report each day that the assignment is late!

Points awarded for the preparation of the written assignment: **1st Draft** (a maximum of 15 pts). **Editorial Reviews** (each person reviewing your written assignment can receive a maximum of 10 points for a thoughtful evaluation). Each person may review a maximum of two separate written assignments. **Final Draft** (a maximum of 15 pts). **Two Articles** (a maximum of 10 pts). The total possible points that you can generate from your written assignment is 40 pts, and an additional 20 pts by reviewing other written assignments.

Maximum Total Possible Points for the Course is 400 pts

	Test Score	Following Directions	Survey	Total
1st Exam	100	3	10	113
2nd Exam	100	3	10	113
3rd Exam	100	4	10	114
Written Report				60

Assignment of Final Grade Letter grades will not be placed on exams or the written report. The final course grade will be based on the total number of accumulated points. The determination of final grades will not be based on a normalized curve or percentage scores (90 to 100% is an "A", etc.), but on "natural breaking points" of total accumulated points. Natural breaking points will determine the proportion of letter grades, and borderline cases will be resolved by the completion of the written report (If you are between an "A" and a "B", and you turn in the written report, you will receive an "A").

Biol 165, Winter Quarter 1992

Steps For Writing, Reviewing And Editing The Student Essay

Comments to the Author

01. Format for the Essay includes the following: **Title Page** (title of essay, author's name & SID, and the names of the two reviewers and their SIDs), **Final Draft**, **1st Draft**, **copies of the reviewer's comments**, and the **two articles**.

    If you decide to write an essay of comparison and contrast, remember that you have to discuss (a) the **similarities** between two or more ideas and (b) the **differences** between ideas.

02. The author is to give only a copy of his/her 1st draft to two members of the study group. Do not include the articles.

03. Ideas must be clearly presented as sentences.

04. The essay should be organized into paragraphs that flow from one concept to the next.

05. The author must tie concepts and ideas together at the conclusion of the essay.

Comments to the Reviewer

01. Read the essay carefully.

02. Look at the introductory (first) paragraph. Does it define the purpose of the essay. If not, indicate how the purpose can be clarified.

03. If unnecessary information appears in the introduction, provide editorial comments.

04 If the intent of a sentence is not clear, you must edit it or ask the author to rewrite it.

05. Check for spelling and grammatical errors, and when necessary, make corrections. Common errors include: proper use of pronouns; correct use of the definite and indefinite articles (e. g. the, a, and an); omitted or incorrect usage of prepositions; appropriate use of the third person singular; correct use of subject and verb.

06. When appropriate, give advice to the author on how he/she could improve the quality of the essay. Provide specific examples.

Biology 165 Study Groups
Winter Quarter 1992

ATOMS FAMILY(AF)

Esparza, Adriana
Rodiguez, Xochitl
Sosa, Monique
Hurtado, Liliana
Murguia, Harlene

B-CLUB (BC)

Castro, Grace
Ngo, Nga
Hua, Van
Ng, Shawn

DYNAMICS(D)

Hampton, Pasha
Malwah, Lillian
Bright, Angela
Johnston, Deborah
Gonzalez, Carlos

THE ENTITY(TE)

Do, Chau
Su, My
Diep, Ly
Felix, Martha
Garcia, Claudia

INTRUDERS(I)

Medina, Claudia
Garcia, Norma
Garcia, Oscar
Santos, Selene

S.I.N.N.(SN)

Tillett, Hubert
Lang, Undrews
Arellano, Jose
Weck, Kevin
Griffin, Jimell

"UNDECIDED"(U)

Perez, Jeannette
Torres, Eduardo
Morales, Patty
Maxwell, Kathryn
Jackson, Duwana

BAD BILLYS (BB)

Carillo, Cecelia
Carranza, Carlos
Moscoso, Steven
Nuno, Cesar
Walters, Marissa

C.G.L.G.(CG)

Morales, Cecilia
Rivas, Alma
Gowdy, Leslie
Becerra, Gerardo

EARTH, WIND & FIRE(EF)

Mei, Zi
Tallase, Astrid
Guitierrez, Maria
Lame, Chris
Fernandez, Felecia

EXOTIC ONES(EO)

Hau, Ha
Phuong, Ngoc
Thai, Hoa
Thai, My
Lopez, Hermila

RAINBOW(R)

Alvarado, Maria
Navarro, Sonia
Tu, Loan
Ly, Yen
Alvarado, Juana

"SAMHLAIN"(S)

Ortiz, Jose
Saras, Jessica
Ramirez,Celina
Galaz, Dean

TIGERS (T)

Kidis, Telahui
Y, Seri
Mendoza, Marcos
Rodriguez, Jose
Duong, Dung
Martinez, Joe

GREENHOUSE (GH)

Cerda, German
Gau, Sim
Quang, Stephanie
Oze, Kazko

PESTICIDES (P)

Johnson, Deborah
Low, Y Kean
Santamaria, Martha
Velasquez, Daniel

FOUR AMIGOS

Trujillo, Bernardo (FA)
Portillo, Edwin
Periz, Rita
Vasquez

WARRIORS(W)

Barajas, Roger
Cuevas, Anabell
Becerra, Jesse
Apadoca, Rosa
Villagrana, Sam
Arzate, Manual

NEW KIDS(N)

Jung, Curtis
Dang, Tuyet
Gomez, Bertha
Gomez, Efren
Ornelas, Blanca

MEST(M)

Bueno, Alma
Cabeza, Ingrid
Young, Yuan
Sebanz, Victoria
Monroy, Rafael
Jackson, Marcy

Biology 165, Winter Quarter, 1992
Concepts* and Definitions from the Reading Assignment for 1st Exam

Chapter 1

- **Global 2000 Report (Box 1.1)**
- CFCs (chloroflurocarbons)
- nonrenewable resources
- renewable resources
- frontier mentality

Chapter 6

- population explosion
- population crash
- maximum sustainable yield
- carrying capacity
- exponential growth (J curve)
- arithmetic growth
- biotic potential
- Figure 6.6
- Figure 6.7
- Table 6.3
- **natality, fecundity, & fertility**
- **mortality and survivorship**
- Figure 6.9
- age structure (prereproductive, reproductive, postreproductive)
- Figure 6.10
- density-independent factors
- density-dependent factors
- intraspecific interactions
- stress and crowding

Chapter 7

- Malthusian checks on a population
- neo-Malthusian
- more developed countries (MDCs)
- less developed countries (LDCs)
- Table 7.3
- crude birth rate
- total fertility rate
- zero population growth (ZPG)
- crude death rate
- Box 7.1
- Figure 7.8
- birth dearth
- Table 7.6
- Garret Hardin's lifeboat ethics
- Figure 7.17
- **current birth control methods**
- Figure 7.22

Chapter 3

- homeostasis
- Box 3.1
- **food chains, food webs and trophic levels**
- **ecological pyramids**
- Figures 3.7, 3.8 and 3.10
- carbon cycle

Chapter 10

- **Introduction**
- **Human Nutrition**
  - undernourished, seriously undernourished, malnourished, overnourished
- marasmus and kwashiorkor
- anemia
- hypothyroidism
- pellagra
- xerophthalmia
- Table 10.4, 10.5, and 10.6
- green revolution
- winged bean
- **Economics of Food Supply (omit)**
- **World Hunger**
- Box 10.1
- Chronic undernutrition and malnutrition
- **Causes and Solutions for World Hunger**
- Table 10.7

Biocides

- Box 11.2
- **Integrated Pest Management (IPM)**

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* Important concepts appear in bold print

Biology 165, Winter Quarter 1992
Definitions and Concepts for the Second Exam

Chapter 21
Types of Environmental Health Hazards
health, disease, morbidity, Giardia
Table 21.1
Box 21.1
irritants, fibrotic agents, asphyxiants,allergens, antigens, neurotoxins, mutagens,teratogens, carcinogens, trauma, stress
Table 21.4 (cause of death and rankings only)
bioaccumulation, biomagnification, persistence
Measuring Toxicity
LD50, acute effects, toxic effects
chronic and acute exposures
Figure 21.12
assessing risk accepting risk

Chapter 17
weather, climate, aerosols, insolation , albedo, convection currents, latent heat
Fig 17.4
Box 17.1

Chapter 23
Fig 23.2 (trends and not numbers)
primary pollutants, secondary pollutantsambient air, criteria pollutants, sulfur dioxide, nitrogen oxides, particulate matter, volatile organic compounds
Box 23.1
Fig 23.6
photochemical oxidants, unconventional or non-criteria pollutants, indoor pollutants
Figure 23.8
Effects of Air Pollution
inflammatory response, bronchitis, emphysema, asthma, fibrosis
syngeristic effects, acid deposition, pH
Fig 23.13
Fig 23.14
raprenox & Fig 23.19
Table 23.3

Chapter 16
Fig 16.2
rain shadow, desert belts
Fig 16.5
Groundwater, water table, aquifers recharge zones, withdrawal consumption, degradation
Fig 16.10
Fig 16.11
Table 16.7 (general concepts and not numbers)
subsidence, sinkholes
Table 16.8 (New Orleans, Long Beach/ Los Angeles, San Joaquin Valley)
Box 16.1(share of total indoor use)

Chapter 22
Fig 22.1
point source, nonpoint source (primary, secondary & tertiary sewage treatment)
Major Types- Effects of Water Pollutants
infectious agents, Coliform bacteria
Table 22.1
oxygen demanding wastes, biological **oxygen demand (BOD), Dissolved oxygen (DO), oxygen sag**
Figure 22.4
cultural eutrophication
Heavy Metal Pollution (pp 423-425)
Box 22.1
Current Water Quality Conditions
Areas of Progress
Remaining Problems
Surface Waters in Other Countries
Groundwater
Table 22.2
Water Legislation

Biology 165
Winter Quarter 1992
Reading Assignment for 3rd Exam

Chapter 19
Atomic Structures
ions, isotopes, radionucleides, chain reactions, nuclear fusion

Figure 19.5
Box 19.1
Types of Radiation
Box 19.2
Breeder Reactors

Chapter 24
Figures 24.2, 24.3, 24.4
Tables 24.1, 24.2
Recycling Specific Materials
Hazardous and Toxic Wastes
Tables 24.4, 24.6
Figure 24.14
Box 24.1
Secure Landfills

Chapter 14
Concepts
How Many Species Are There?
Table 14.1
Biological Abundance
Figure 14.2
Benefits from Biological Resources
Medicine, Ecological Benefits
Figure 14.8
Destruction of Biological Resources
Figures 14.10, 14.11
Ways Humans Cause Extinction (entire section)
Box 14.1

Chapter 15
Hunting and Fishing Laws
Endangered Species Act 1973
Endangered, Threatened, Extinct Species
Table 15.1 (magnitude of endangered or threatened species)
Application of the Endangered Species Act
Zoos, Preserves, Refuges etc (pp 274-280)
Noah Principle
Who Owns Biological Resources?
Box 15.1

Biology 165: Selected Exercises and Activities

- Model Textbook Survey
- Understanding How a Chapter in Your Textbook is Organized
- Chapter Reading Guide
- Connectors of Comparison and Contrast
- Error Analysis
- Essay of Comparison and Contrast
- Peer Feedback Form #1
- Grammar Checklist
- Peer Feedback Form #2
- Model Letter
- Peer Feedback Form for Model Letter
- Writing a Good Summary
- Using Office Hours Wisely
- Speech Preparation Form
- Speech Evaluation Form
- Enhancing Note-Taking Skills Through Training and Evaluation

MODEL TEXTBOOK SURVEY
[Based on Environmental Science: A Global Concern]

Understanding how your textbook is organized will help familiarize you with the basic content and organization of the text. In this way, reading for academic purposes will be easier because you will understand the purpose served by each of the different sections in the text.

OBJECTIVE: To help students understand the way in which their textbook is organized. To make students aware that each of the different features in the book serves a specific purpose.

RATIONALE: Understanding the organization of the textbook and of common contextual signals (e.g. titles, subtitles) can help students identify relevant information and relationships between ideas in the text.

PROCEDURES:

1. Pass out copies of the model textbook survey form.
2. Have students fill out the model textbook survey form in groups.
3. Have students share the features of the textbook with their classmates.
4. Have students discuss any concerns or questions they may have.

I. Instructions: Working in small groups, fill in the blanks below.

Name of course:

Title of textbook:

Author(s):

Copyright date:

II. Instructions: Survey the Biology textbook and decide which of the following features it contains. Place a check next to the appropriate box. Then, by analyzing each of the sections, determine the purpose that each serves. Be ready to share your ideas with the entire class.

	YES	NO
Table of contents		
Suggested readings		
Units of measurement metric/ English Conversions		

Preface

Concepts section

Periodic chart of the elements

Chapter summaries

Geologic time and formations

Chapter glossaries

Key terms

Environmental organizations

	YES	NO
Index		
Boxed case studies		
United States government agencies		
Focus questions		
Location of major cities		
Figures		
Glossary		

III. Instructions: Using your textbook and working in small groups, answer the following questions or locate the information required. Be prepared to explain how you found the information to the rest of the class.

1. What were the themes that the authors wanted to cover in the textbook?

____

____

____

____

____

____

____

____

2. Look at the table of contents. Is the organization easy to follow?

____

3. On what page/s will you find a discussion of environmental science?

____

____

4. How did you find the page number?

5. How do the authors define environmental science?

6. Can you locate the definition of environmental science in another section in the book? If so, where did you find it?

7. On what page can you find a preview of Chapter 4? What is the name of the section?

8. What does Figure 1.1 tell you about the natural environment?

9. On what page can you find a summary of the most important points discussed in Chapter 1?

10. What significance does the use of black vs. blue typeface have?

11. If you wanted to read more about human population, where should you look?

[Adapted from Brinton, Snow, & Wesche, 1989, pp. 99-100.]

Lia Kamhi-Stein

UNDERSTANDING HOW A CHAPTER IN YOUR TEXTBOOK IS ORGANIZED

Understanding how the chapters in your textbook are organized will help you identify important information when you read for academic purposes. The questions below will help you practice some of the strategies you should use when you read for academic purposes. Furthermore, the questions will help you become aware of some of the strategies you can use when you read your textbook.

OBJECTIVE: To familiarize students with the basic organization of each of the chapters in the textbook. To make students aware of some of the reading strategies they can use when they read for academic purposes.

RATIONALE: Understanding how the chapters in the textbook are organized will help students identify important information quickly. Moreover, by making students aware of the different strategies they can use when they read the chapters in their textbook, students can become more efficient readers.

PROCEDURES:

1. Pass out copies of the handout (Understanding How a Chapter in Your Textbook Is Organized).
2. Have students answer the questions by using their textbook.
3. Have students share the strategies they used to answer the questions.
4. Discuss and emphasize the strategies that students used to answer the questions.
5. As a follow-up activity, whenever you assign a chapter in the textbook, have students share some of the strategies they have used. Moreover, have students evaluate they strategies. Did they help students read faster and more efficiently? Should they use a different strategy? Let the class answer these questions with your guidance.

Instructions: Answer the following questions in small groups. Be prepared to share your answers with the rest of the class.

1. Look at the title of Chapter 1. What does the title tell you about the information that follows?

2. Why is it important to read the title of the chapter carefully?

3. Look at Chapter 1 in your textbook. What would you read after the title? Why?

4. Chapter 1 is divided into three main sections. Scan the chapter and identify them. When you scan, you look for specific information. For this purpose, set your mind on a specific piece of information and rapidly move your eyes through the material. When you reach the information, it will register.

   1.

   2.

   3.

5. How did you identify the three sections?

6. Read section 2 within Chapter 1. Identify the important information presented under each of the titles.

7. Work with your classmates and discuss the strategies you used to answer question 6 above.

8. Why should you read the focus questions at the end of the chapter?

9. Read Box 1.2 "Why Should Business Care?" Summarize the main idea of the box.

Lia Kamhi-Stein

CHAPTER READING GUIDE

A reading guide is a study aid that helps you create a record for future study and review. In a reading guide, you will condense information or ideas in an organized manner. The reading guide should guide should help you prepare for class presentations and exams.

OBJECTIVE: To record information in an organized manner.

RATIONALE: Reading guides are excellent study aids that should help students prepare for exams and class presentations.

PROCEDURES:

1. Give students copies of the model reading guide and discuss its features.
2. Assign a chapter in the students' book and have them prepare reading guides for the following class.
3. Have students work in pairs, exchange reading guides, and analyze them. Also have students discuss the advantages of preparing reading guides.
4. Have students work in two groups and use their reading guides to prepare questions on the assigned chapter.
5. Have the groups take turns in asking and answering the questions. To answer the questions, students can only refer to their reading guides (Students SHOULD NOT be allowed to use their books).
6. Follow-up 1: Repeat steps 4 and 5 so that students get practice in preparing reading guides.
7. Follow-up 2: Have students work in pairs, exchange and read each other's reading guides (for 5 minutes only), and share their feedback/ideas.

IMPORTANT: Students may feel reluctant to develop reading guides first. A good way to convince students of the usefulness of the reading guide is to tell students that once they have prepared one, they do not need to reread the textbook for a test.

Chapter 10
Human Nutrition, Food, and Hunger

(From Cunningham, W. and B. Saigo, Environmental Science: A Global Concern)

According to Cunningham and Saigo, what are the concepts that this chapter focuses on? Use the space below to summarize them.

At the end of the chapter, you should be able to answer the following questions.

1. How many calories does the average human adult need to meet minimum daily requirements to carry out a healthy, active life?
2. What are the consequences of chronic undernutrition or malnutrition?
3. What are the differences between undernutrition and malnutrition?
4. Why is protein so essential in our diet?
5. What are the three major grain crops of the world? What are some of the other major crops?
6. What are some alternative or new food crops being considered? Describe some of the advantages and disadvantages of these crops.
7. Why is it important to preserve wild ancestors and traditional varieties of domestic crops?
8. Why are less developed countries eager to grow cash crops? What are some of the effects of export agriculture on local food supplies and the internal economy of the producing country?
9. What countries have the largest numbers of hungry people in the world?
10. How can human actions change the carrying capacity of the world? What are some of the environmental consequences of those actions?

I. Introduction

A. This chapter reviews four interrelated areas. Please identify them from the introduction.

1.

2.

3.

4.

II. Section I: Human Nutrition

A. This section focuses on

1. Meeting Energy Needs:

a. The amount of energy people need to carry on an active life depends on ______________________________

____

b. Define the following terminology:

1. Undernourished people are those who ______________________________

2. People who are seriously undernourished are those who ______________________________

3. Overnutrition ______________________________

2. Meeting Nutritional Needs:

a. Malnourishment can be defined as ______________________________

b. Summarize the explanation presented in your textbook for each of the terms below.

1. Carbohydrates: ______________________________

2. Proteins: ______________________________

3. Lipids and Oils: ______________________________

4. Minerals: ______________________________

5. Vitamins: ______________________________

III. Section II: World Food Resources

A. What is the main idea presented in the introductory paragraph?

1. Major crops:

a. The three major crops are:

1.

2.

3.

b. What is the main idea presented in the section titled "Major Crops?"

2. Major Crop-producing Countries:

Decide what you think you need to know in this section. Summarize the information below.

3. Increases in World Food Production:

a. Why do some people talk about a "second agricultural revolution?"

b. Explain figure 10.7 on page 171 using your own words.

4. The Green Revolution:

Define the following terms:

a. Green Revolution:

b. Gene Banks:

5. New or Unconventional Food Supplies:

a. Mention some of the plants now being studied:

1. ____
2. ____
3. ____

b. What have some scientists proposed as a potential new food source?

V. Section III. Economics of Food Supply

1. Food Surpluses and Agricultural Subsidies:

Explain the problem that the U.S. is facing:

2. World Agricultural Trade and Politics:

a. Explain some of the benefits that world trade in agricultural commodities has brought.

b. Explain some of the problems that world trade in agricultural commodities has brought.

c. Define "crash crops"

d. Explain some constructive ways to deal with poverty and hunger that your book present in this chapter.

VI. Section IV. World Hunger

A. By reading the introduction to this section, can you predict the focus of this section?

1. Famines:

a. Define "famine"

b. Discuss some of the factors that contribute to famine:

2. Chronic Undernutrition and malnutrition:

a. What is the difference between "chronic food shortage" and "acute famines"?

VII. Section V. Causes and Solutions for World Hunger

A. Identify some of the causes of chronic world hunger:

B. Is there complete agreement in this area?
Please discuss.

Now, go back to the prereading questions at the beginning of this reading guide. Read them and try to answer them by looking at your notes.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

Question 8:

Question 9:

Question 10:

Look at the list of Key Terms. Are all the terms included in the list in your reading guide? If some of them are not, find their meaning and include them in your guide.

Awareness Activity:
Please answer the following questions. They will help you to become aware of the reading strategies you used in order to complete your reading guide.

1. Why do you think you were asked to look at the prereading questions before reading Chapter 10?

2. Did reading the prereading questions help you? If so, how?

3. Can you mention some of the advantages of developing a reading guide for each of the chapters you are asked to read in your general education classes?

4. Can you find any disadvantages to this organization? If so, please mention them.

Follow-up Activity:

Now, look at the next chapter your instructor has asked you to read. Prepare a reading guide for your next study group meeting. Working in two groups, you will be asked to prepare questions from your reading. Then, you will take turns in answering the questions by using the reading guides you have prepared.

Lia Kamhi-Stein

CONNECTORS OF COMPARISON AND CONTRAST

OBJECTIVE: To teach students the use of connectors of comparison and contrast. To review the topics in the textbook by using connectors of comparison and contrast.

RATIONALE: By using connectors of comparison and contrast, the students' writing will be more cohesive.

PROCEDURES:

1. Pass out copies of the handout on connectors of comparison and contrast and discuss the examples on the handout.
2. For the following class, have students read a section in the textbook.
3. Have students connect the sentences [that were taken from the reading assignment,(see handout)]. Make students understand that the sentences that they connect should be content-related. Moreover, when connecting the sentences, students should not use any connector, but only those that make sense in terms of the ideas presented in the book.

IMPORTANT: This activity serves two purposes. First, it teaches students how to use connectors of comparison and contrast. Second, it helps students review the ideas in their textbook by using connectors of comparison and contrast.

Using connectors of comparison and contrast will help you combine sentences and ideas. In this way, your writing will be more cohesive.

When you compare, you look for similarities between ideas.
When you contrast, you look for differences between ideas.

Read the examples below.

Connectors of comparison:
1. Both
2. Similarly,
3. In like manner,

Connectors of contrast:
1. On the one hand...... On the other hand......
2. However,
3. In contrast,
4. Unlike
5. While
6. On the contrary,
7. In contrast with
8. Even though
9. In spite of the fact that

Example:

a. Physical (abiotic) factors are nonliving components of the environment such as climate, water, sunlight and soil.

b. Biological (biotic) factors are organisms and products of organisms (secretions, wastes, and remains) that are caused by living organisms.

1. Physical (abiotic) factors are nonliving components of the environment, such as climate, water, sunlight, and soil. In contrast, biological (biotic) factors are organisms and products of organisms (secretions, wastes, and remains) that are caused by living organisms.

   or

2. While physical (abiotic) factors are nonliving components of the environment, such as climate, water sunlight, and soil, biological (biotic) factors are organisms and products of organisms that are caused by living organisms.

   or

3. On the one hand, physical (abiotic) factors are nonliving components of the environment, such as climate, water, sunlight, and soil. On the other hand, biological (biotic) factors are organisms and products of organisms that are caused by living organisms.

Instructions:
The sentences below were taken from Chapter 6 in your Biology textbook. Read them and connect them by using connectors of comparison and contrast. Be sure to connect sentences whose content is related.

1. Geometric growth follows a geometric pattern of increase, such as 2, 4, 8, 16.

2. Intrinsic factors are those that operate within individual organisms or between organisms in the same species.

3. The term "stress shock" describes a loose set of physical, psychological, and/or behavioral changes that are thought to result from the stress of too much competition and too close proximity to other members of the same species.

4. Population explosion is defined as the growth of a population at exponential rates to a size that exceeds environmental carrying capacity.

5. Fertility is a measure of the actual number of offspring produced.

6. Extrinsic factors are those imposed from outside the population.

7. The term "stress-related diseases" describes a loose set of physical, psychological, and/or behavioral changes that are thought to result from the stress of too much competition and too close proximity to other members of the same species.

8. Fecundity is the physical ability to reproduce.

9. Malthusian growth is a population explosion followed by a population growth.

10. Population crash is defined as a sudden population decline caused by predation, waste accumulation, or resource depletion.

11. Irruptive growth can be defined as a population explosion followed by a population growth.

12. Arithmetic growth is a pattern of growth that increases at a constant amount per unit time, such as 1, 2, 3, 4, or 1, 3, 5...

Instructions:
Find the explanations or definitions for the key terminology in Chapter 21:

1. a. Health

b. Disease

2. a. Trauma

b. Stress

3. a. Bioaccumulation

b. Biomagnification

4. a. Acute effects

b. Chronic effects

Now, try to combine the key terminology for 1 through 4 by using as many connectors of comparison and contrast as possible. Be sure to connect sentences whose content is related.

Awareness Question:
In what way/s would the usage of connectors of comparison and contrast: 1) enhance your writing and, 2) your study skills?

Lia Kamhi-Stein

ERROR ANALYSIS

OBJECTIVE: To make students aware of some of the errors that have to be corrected in their writing assignments.

RATIONALE: By making students see and correct some of the errors they have made in their writing assignments, students will avoid making the same errors in the future.

PROCEDURES:

1. Look at the students' writing and prepare a handout by gathering some of the students' most common errors.
2. Pass out copies of the error analysis handout.
3. Working in groups, have students analyze and correct their errors. Have students come up with solutions and ways to avoid making the same error in the future. (This is not an easy task. Very often, students are not aware of grammar rules).

Instructions: The sentences below are taken from your writing assignments. Each set of sentences contains a specific kind of problem or grammar mistake that you should avoid **when writing for academic purposes.** Identify the problems/grammar mistakes and explain to your classmates how to solve them.

1. a. Many students at California State University, Los Angeles can't afford to pay the tuition fee.
   b. Many students don't find jobs because they are not prepared for the job market in California.
   c. Many CSLA students won't be able to attend school if Governor Wilson doesn't help.
   d. I'm aware of the fact that many students on campus work and study at the same time.

Problem:

2. a. I drive by that place a lot.
   b. There are tons of people in California who have immigrated from neighboring countries.
   c. There are a whole lot of students on campus who are looking for job opportunities.

Problem:

3. a. In this paper, I would like to talk about water pollution.
   b. I feel that you should consider the fact that there are less jobs for our youth in our community.
   c. I was a bit outraged when I was made aware of the fact that many students on campus will have to drop out of school.

Problem:

4. a. An immigrant won't bring his family with him until he has found a job in California. (2 problems).
   b. A student who believes that his opinion counts usually participates in student organizations.

Problem:

5. a. Both approach explain famine from a different perspective.
   b. There have been a significant increase of welfare recipients in this country.

Problem:

Lia Kamhi-Stein

ESSAY OF COMPARISON AND CONTRAST

When you compare two or more ideas you discuss their similarities. When you contrast two or more ideas you discuss their differences.

OBJECTIVE: To make students aware of the organization of an essay of comparison and contrast. To help students start developing a schema for academic writing in English. To teach students how to compare and contrast ideas.

RATIONALE: Students can see and analyze a model essay. By making students aware of the essay organization, they understand that writing is not a "mysterious task."

PROCEDURES:

1. Pass out copies of the essay question/prompt.
2. Have students read the essay question/prompt and decide what is being asked. Students should divide the question into different subquestions to understand what the assignment entails.)
3. Pass out copies of the model essay of comparison and contrast.
4. Have students read the essay question prompt and decide what is being asked.
5. Have students analyze the model essay using the questions on the handout.
6. Follow-up activity 1 (to deconstruct the prompt/question): Give students another model essay (this time, do not give students the essay prompt/question). Have students analyze the essay and come up with the essay prompt/question. Show students a copy of the original prompt/question and compare the original version of the prompt with the students' version.
7. Follow-up activity 2: Have students fulfill the writing assignment on the handout.

Instructions: Read the model essay below. Then answer the following questions.

1. What do you think is the question that this model essay is answering?

2. What is the basic organization of the model essay? Is this a well organized essay?
3. Is there something that does not belong in the essay?

Model Essay: Comparison and Contrast

The purpose of this essay is to define more developed countries and less developed countries. Furthermore, this essay will provide examples for both more and less developed countries. Finally, this essay will compare and contrast both types of countries.

According to Cunningham and Saigo (1990) more developed countries are those nations that are characterized by high per capita incomes, low birth and death rates, low population growth rates, and high levels of industrialization and urbanization.

In contrast, less developed countries are those nonindustrialized nations characterized by low per capita income, high birth and death rates, high population growth rates, and low levels of technological development.

To illustrate more developed countries, it is possible to give the example of Germany. In contrast, Peru constitutes an example of less developed countries.

In the opinion of this writer, by analyzing the definitions of both more and less developed countries, it seems possible to identify two possible similarities between both types of countries. First, both more and less developed countries may be ruled by democratic governments or dictatorships. Second, the continent where the countries are located is not a prerequisite for the countries to be more or less developed.

However, it is important to make clear that there are three critical differences between more developed countries and less developed countries. First, while more developed countries share an industrialized economy, less developed countries rely on an industrialized economy. Second, while more developed countries are particularly characterized by low birth and death rates, less developed countries are characterized by high birth and death rates. Finally, more developed countries have very low numbers of illiterate people. In contrast, less developed countries have high rates of illiteracy.

In summary, this essay defined more developed countries and less developed countries. Moreover, to illustrate more developed countries, this writer gave the example of Germany. To illustrate less developed countries, this writer provided the example of Peru. Furthermore, this essay discussed two possible similarities between more and less developed countries. They are the type of government ruling the country and the location of the country. In contrast, the three differences between more and less developed countries are the type of economy, the birth and death rates, and the level of illiteracy.

However, in the final analysis, it is important to indicate that, in the opinion of this writer, looking at countries from the point of view of their economic development appears to be incomplete because it does not provide the reader with an in-depth understanding of a country's most important resource, its people.

Follow-up Activity:

1. Write an essay in which you identify the different types of environment hazards that we face. Compare and contrast them. Why should we discuss these issues?
2. In class, analyze your essay using the peer feedback form.

Lia Kamhi-Stein

PEER FEEDBACK FORM #1

OBJECTIVE: Students will read their classmate's essays and will give one another feedback on the essays' content and organization.

RATIONALE: By working with the peer feedback form, students understand the importance of revising their writing assignments (writing as process).

PROCEDURES:

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' essays. Moreover, explain that students can use the questions included in the peer feedback form when they are revising their own essays.
2. Have students work in pairs and exchange copies of their drafts.
3. Divide the peer feedback form into different sections (based on your students' needs and time constraints). Discuss the purpose of the different questions included in the sections assigned.
4. Have students share what they learned from their classmates' essays. Moreover, have students give constructive feedback in terms of the areas that need further work.
5. Have students work with the Grammar Checklist (only after students have finished working with the Peer Feedback Form).
6. Have students write a second draft of their writing assignment (if possible) and follow steps 1 through 5.
7. Have students work individually and use the Peer Feedback Form to evaluate their own writing.

IMPORTANT: The peer feedback form is meant to be used on a regular basis. Depending on how much time you have, you can have students work on different sections of the form. It is important to emphasize the idea that, if students want to "produce" a better essay/paper, they should not wait until the last minute to write and revise their essay/paper. (Better products lead to better grades.)

Instructions: Complete the spaces below, circle the answers that correspond, or answer the questions as appropriate.

Pair work.

1. Give your partner a copy of your essay.
2. Work with a copy of the peer feedback form.

IMPORTANT: **When you give feedback, be very specific. When you receive feedback, ask for clarification if necessary.**

1. Read your classmate's essay silently and at a comfortable pace. Do not stop to reread sections that you have found unclear. What is/are the main idea/s of the essay you have read? Please summarize the idea/s in the space below.

2. What are the strengths of your classmate's essay? Please comment.

3. Look at the first paragraph written by your classmate.

   Does the author state the purpose of the essay in the first paragraph?
   Yes No

   a. If the answer if Yes, summarize the purpose of the essay below.

   b. If the answer is No, how can the author make thepurpose clear? Please, share your ideas with your classmate.

4. Look at the body of the essay. Does the author meet the objectives as stated in the first paragraph
   Yes No

   a. If the answer is Yes, restate the author's ideas.

b. If the answer is No, what does the author need to do to meet the objectives?

____

____

____

____

____

____

____

c. Does the author support his/her ideas? If so,how does the author do it?

____

____

____

____

____

5. The essay should be organized into paragraphs. If so, are they easy to follow?

Yes No

If the answer is No, indicate the changes the author needs to make.

6. Does the conclusion paragraph tie together the ideas presented in the body? Yes No

a. If the answer is Yes, what did the author write?

____

____

____

____

b. If the answer is No, what does the author need to do to tie the ideas together?

____

____

____

What does the author need to work on to strengthen the essay?

Adapted from J. Goodwin and S. Schwartz. A Model of an Integrated University ESL Course. Paper presented at CATESOL '89, Long Beach, CA.

Lia Kamhi-Stein

GRAMMAR CHECKLIST

OBJECTIVE: To help students edit their writing assignments for grammar mistakes.

RATIONALE: Students can use the grammar checklist as an aid to correct their essays for grammar mistakes.

PROCEDURES: Pass out copies of the grammar checklist. Have students work in pairs, look at each other's essays, and edit them by following the steps provided on the form.

IMPORTANT: The grammar checklist is meant to be used after the peer feedback form. Students work on the essay content and organization first. Checking for grammar correctness should be the last step when students revise their classmates' papers.

Instructions: After reviewing you classmate's essay for content and organization, use this grammar checklist to help your classmate make the grammar changes that his/her essay may require. The checklist below will prove to be a helpful aid when revising your own writing assignments for grammar.

a. **Subject-Verb Agreement:**
Underline the subject and verb of each sentence.
Write AGR under every verb that does not agree with the subject.
Example: Geometric growth follow
AGR

b. **Incomplete Sentences:**
Put brackets "[ ]" around every sentence that lacks either a subject or a predicate.
Example 1: [Especially biotic factors.]

Example 2: [When someone experiences environmental factors.]

c. **Spelling Mistakes:**
Write an "S" under misspelled words.
Examples: view, alot, categorize,

d. **Sexist language or contractions:**
Write an "X" next to sexist words (e.g., he, chairman) or contractions (e.g., wouldn't, won't).

e. **Verb Tenses:**

Is each verb in the correct tense? Place a "T" under every verb that is not in the correct tense.

Example: Fecundity has been the physical ability to reproduce.
T

f. **Parallel Constructions:**

If two or more ideas are parallel, they should be expressed in parallel grammatical form. Single words should be balanced with single words, phrases with phrases, clauses with clauses.

Good Example: A kiss can be a comma, a question mark, or an exclamation point.

Bad Example: Theft, vandalism, and cheating can result in suspension or even expelling from school. Place a "P" under every construction that is not parallel.

g. **Inappropriate Vocabulary:**

Remember that you are writing an academic essay. Check to see that the essay does not include words such as "a bunch of people", "tons of people", "a whole lot of students". Place a "W" under every inappropriate word.

h. **Connectors of Comparison and Contrast:**

Are you using words such as "Both", "Similarly", "In like manner", "on the other hand", "however", "in contrast", "unlike", "while", "on the contrary?"

i. **Articles:**

Check to see that the essay uses "a" when a noun is introduced for the first time. Once the noun has been mentioned, the writer should use "the".

Example: Childhood experiences have an important role in molding human behavior. In fact, the role is critical.

Lia Kamhi-Stein

PEER FEEDBACK FORM #2

OBJECTIVE: Students will read their classmate's essays and will give one another feedback on the essays' content and organization.

RATIONALE: By working with the peer feedback form, students understand the importance of revising their writing assignments (writing as process).

PROCEDURES:

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' essays. Moreover, explain that students can use the questions included in the peer feedback form when they are revising their own essays.
2. Have students work in pairs and exchange copies of their drafts.
3. Divide the peer feedback form into different sections (based on your students' needs and time constraints). Discuss the purpose of the different questions included in the sections assigned.
4. Have students share what they learned from their classmates' essays. Moreover, have students give constructive feedback in terms of the areas that need further work.
5. Have students work with the Grammar Checklist (only after students have finished working with the Peer Feedback Form).
6. Have students write a second draft of their writing assignment (if possible) and follow steps 1 through 5.
7. Have students work individually and use the Peer Feedback Form to evaluate their own writing.

IMPORTANT: The peer feedback form is meant to be used on a regular basis. Depending on how much time you have, you can have students work on different sections of the form. It is important to emphasize the idea that, if students want to "produce" a better essay/paper, they should not wait until the last minute to write and revise their essay/paper. (Better products lead to better grades.)

1. Read your peer's essay and decide:

   a. What did you learn from this essay?

   ____

   ____

   ____

   ____

   b. What do you think is the strength of this essay?

   ____

   ____

   ____

   ____

c. What helpful advice could you give to the author to help him/her improve the essay? Be specific.

____
____
____
____

2. Look at the essay organization.

a. Is there an introductory paragraph? Yes No

3. Read the essay carefully. Did the author meet the objectives of the essay as stated in the first paragraph?

a. If so, what did the author do?

____
____
____
____

b. If the author did not meet the objectives, what does she need to do?

____
____
____
____

Lia Kamhi-Stein

MODEL LETTER

Instructions: Read the model letter below. Then answer the following questions.

1. What do you think is the question that this model letter is answering?
2. What is the basic organization of the letter? Is this a well organized letter?
3. Is there something that does not belong in the essay?

April 20, 1992

President George Bush
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

RE: Support the United Nations
Earth Summit

Dear President Bush:

As a citizen of the United States I urge you to personally attend the United Nations Earth Summit this June.

The meeting is important because it will help remedy problems associated with ozone depletion and other human generated environmental catastrophes.

Because the United States is the most polluting industrialized nation on earth, the United Nations Earth Summit should receive your fullest attention. Research studies have proved that the chlorofluorocarbons manufactured in this country are responsible for ozone depletion.

The United Nations Earth Summit will provide the leaders of the world with an opportunity to reach agreements needed to protect the environment. Present international agreements are inadequate to prevent the erosion of the ozone layer. In particular, they do not provide sufficient funding for research and prevention of further depletion of the ozone layer.

Because your leadership is critical to the success of the Summit, I urge you to attend and provide whatever assistance your office can supply to this cause.

Sincerely,

Lia Kamhi-Stein

Letter Headings

The Honorable_______________:
Member of the Senate
State Capitol
Sacramento, CA 95814

Dear Senator________________:

The Honorable_______________:
Member of the Senate
State Capitol
Sacramento, CA 95814

Dear Assembly Member_______________:

The Honorable Pete W. Wilson
Governor, State of California
State Capitol, First Floor
Sacramento, CA 95814

Dear Governor Wilson:

Follow-up Activity:
Write a letter of ecology action using one of the headings above. In class, you will be asked to review a classmate's letter. To review the letter, you will use the handout below.

Lia Kamhi-Stein

PEER FEEDBACK FORM FOR MODEL LETTER

Instructions: Circle the answers that answer the questions and complete the spaces below, as appropriate.

Writer of the letter:______________________

Giver of feedback:__________________________

IMPORTANT: **When you give feedback, be very specific. When you receive feedback, ask for clarification if necessary.**

1. Does the letter include a heading? Yes No

   If the answer is "No," what does the author need to do?

   ____

   ____

2. a. Read your classmate's letter. What is/are the main idea/s of the letter have read? Please, summarize them in the space below.

   ____

   ____

   ____

   b. If the main idea of the letter is not clear, what does the author need to do to make him/herself understood?

   ____

   ____

   c. Does the "RE" section summarize the main idea of the letter? Yes No

   If the answer is No, what does the writer need to do?

   ____

   ____

3. Does the author develop the ideas introduced in the first paragraph?
Yes No

a. If the answer is Yes, explain what the author wrote in his/her letter.

____

____

b. If the answer is No, what does the author need to do to make his/her ideas clear?

____

____

4. Does the author support his/her idea with examples?
Yes No

If the answer is No, what does the author need toadd to support his/her ideas with examples?

____

____

5. Are the author's ideas believable? Does the author show that he/she has done his/her research? Yes No

a. If the answer is Yes, identify the sections in the letter where the author shows an in-depth understanding of the topic.

____

____

b. If the answer is No, identify the sections in the letter where the author needs to add more research.

____

____

Lia Kamhi-Stein

WRITING A GOOD SUMMARY

OBJECTIVE: To teach students how to write a good summary.

RATIONALE: Summarizing is a useful strategy for condensing information that students will need to remember for a test or an oral presentation.

PROCEDURES:

Follow the instructions on the handout.

A good summary reports what a writer has said in a concise form. While summaries may be part of your class assignments, learning summarizing skills will also help you when you have to make an oral presentation on your reading assignments.

Summary Format

Below are the points that a summary needs to cover. However, the points do not need to be presented in the same order. Sometimes you will need to rearrange the information presented in your summary to clarify your ideas in a condensed form.

Introduction

Source Who is the author?
What is the title?

Purpose: Why did the author write the summary?

Main idea/controlling idea: What is the author saying?

Body

Main point #1 + Clarification
What does the author say?
What does this mean?
How is it related to the main idea and the other main points?

Main point #2 + Clarification
What does the author say?
What does this mean?
How is it related to the main idea and the other main points?

[Adapted from M. Kirkland, and M. A. Saunders. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.]

The summary below was taken from Chapter 14 of Environmental Science: A Global Concern. Read it and discuss the answers to the questions below with your classmates.

Biological Resources

In this chapter, Cunningham and Saigo surveyed world biological resources and the ways in which humans benefit from wildlife. As argued by Cunningham and Saigo, natural causes of wildlife destruction include evolutionary replacement and mass extinction.

Furthermore, as explained in this chapter, human actions threaten wildlife resources in several ways. Among the direct threats are overharvesting of animals and plants for food and various industrial and commercial products, such as rubber, wood, and oil. Millions of live wild plants and animals are collected for pets, houseplants, and medical research. Moreover, many plants and animals are deliberately or inadvertently exterminated when we use pesticides to destroy "pest" species. Examples of indirect threats to biological resources are habitat destruction, the introduction of exotic species and diseases, pollution of the environment, and genetic assimilation.

The potential value of the species that may be lost if environmental destruction continues could be enormous. It is also possible that the changes we are causing could distrupt vital ecological services on which we all depend for life.

Questions for Analysis

1. Why did the authors write the summary?

2. Identify the main/controlling idea in the summary. What did the author say?

3. Identify the main point/s in the summary. What does the author say? How are the main points related?

Important Points to Remember When You Write a Summary

1. You should make clear to the reader that the summary is a report of someone else's work. For this purpose:

   a. Mention the source.

   b. Mention the author's name periodically.

   c. Give the bibliographical information in the heading at the top or in a footnote.

2. Use your own words. Paraphrase what the author has said. If you quote him/her, remember to give the complete citation (publication year, page number).

3. Do not introduce your own ideas or interpretation in the summary. The summary should be an objective restatement of what the writer said.

4. Use words like "states", "indicates", "mentions", "believes", "argues" when you refer to the writer's actual statements.

Assignment: For the next class, you will be asked to write a summary of the section assigned to you by your study group leader. To write the summary, follow the instructions below.

Steps in Writing a Good Summary

1. Read the materials to be summarized and think about it.
   Look for the "big picture." What is the main idea;
   how do the points fit together? Who is the author;
   why did s/he write this?

2. Make a visual diagram of the material.
   Does it show how the main points are related?

3. Write your summary based on the diagram. (Do not refer to the article until you have a rough draft.) Refer to the guidelines and/or assignment whenever you need to.

4. Review your summary to be sure it is complete and clear. Does it represent the ideas accurately? Compare your summary with your diagram, then with the article.

5. Compare your summary with the assignment. (In this case, compare it with the guidelines and checklist, too.) Have you satisfied the expectations?

6. Revise and "polish" your summary.
   Is it easy to read? Does it report the complete idea?

Summary Checklist

Use the following checklist to help you evaluate and revise your summary. If you check "no" for any of the questions, refer to the guidelines before revising your paper.

	YES	NO
1. Does your summary give "the big picture?" (Does it emphasize the relationship between the main points?)	___	___

		YES	NO
2.	Have you clarified what the author says about each point?	___	___
3.	Is it clear that your paper is a summary of somoene else's material? (Have you mentioned the source at the beginning, periodically throughout the summary, and in the bibliographic heading or footnote?)	___	___
4.	Have you expressed the ideas in your own words (paraphrased)?	___	___

[Adapted from M. Kirkland, and M. A. Saunders. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.]

Lia Kamhi-Stein

USING OFFICE HOURS WISELY

OBJECTIVE: To help students become more confident when talking to their instructor. To focus the students' attention on the class content and the language used by the content-area instructor.

RATIONALE: By making students visit the content instructor on a regular basis, students become more confident in their interpersonal communication skills. Moreover, the visits to the instructor give students content-specific and language input.

PROCEDURES:

1. Pass out copies of the handout (Using Office Hours Wisely).
2. Have students work in pairs and follow the instructions on the handout. Only two students should prepare a set of questions at one time. (Pairs of students take turns in preparing the questions and visiting the content-area instructor).
3. In class, have the "visiting students" share what they learned (in terms of language and content) from the content-area instructor (this should take 5 minutes only).

IMPORTANT: Make arrangements with the content-area instructor so that s/he engages in a meaningful conversation with the students. Hopefully, this interaction will promote increased confidence on the part of the students.

Meeting with your instructors during their office hours is an important part of the university experience. The activity below will help you clarify your doubts and become more confident when talking to your instructors.

Useful Expressions

When you talk to your instructor you can use the expressions below:

Excuse me, Dr. __________, may I interrupt you?

Excuse me, Dr. __________, could I ask you a question?

Excuse me, but I have a question regarding...Could you clarify that concept for me?

I am still not clear on the concept of...

I am sorry, but I did not understand the part about...

Read the instructions below::

1. Write two questions or think about two concerns you may have regarding the material (a) your instructor has covered in class; (b) you have read in your textbook; or (c) you have discussed in your study group.

2. Write a question or think about a concern you may have regarding the language your instructor uses in class.

3. By[___date___], go to your instructor's office and have her/him answer your questions or clarify your concerns.

4. In your study group, you will be expected to share your questions or concerns with your classmates. Furthermore, you will be asked to provide the study group with the answers that your instructor gave you.

Reminder: **Please go to your instructor's office during her/his office hours. When you visit your instructor, it may be helpful to have a written "agenda" with your questions/concerns.** In this way, if you get nervous, you can always resort to your notes. You may want to go to your instructor's office in pairs. This may help you be less nervous when you visit your instructor for the first time.

Lia Kamhi-Stein

SPEECH PREPARATION FORM

OBJECTIVE: To help students become confident when they make oral presentations.

RATIONALE: Students need to get practice in making oral presentations and the study group provides the perfect environment to help students get practice.

PROCEDURES:

1. Pass out copies of the speech preparation form.
2. Have students notice the similarities between the "message section in the speech preparation form and the peer feedback form.
3. Have students discuss the guidelines for speech delivery.
4. As a follow-up activity, have students summarize a section in their textbook. The following class, students are asked to present their summaries to the rest of the students in the study group. (To evaluate the different speeches, students will use the speech evaluation form).

Instructions: The questions and ideas below will help you evaluate and revise your oral summary before you present it in class. If the answer to one/some of the questions is no, revise your oral summary/essay and make the necessary changes.

The Message:	YES	NO
1. Does your message have a clear purpose?	____	____
2. Is your message supported with examples or references?	____	____
3. Is your message clearly introduced?	____	____
4. Does your message have an effective conclusion?	____	____

Guidelines for Speech Delivery:

1. You should be concerned about the topic you are presenting.
2. You should be in touch with your audience.
3. You should be well prepared for your presentation.
4. You should not read.

5. You should make eye contact with the audience.
6. Your voice should be conversational.
7. Your delivery speed should be controlled.
8. Your body should be alert and nondistracting.
9. Your face should be expressive.
10. Your language should be clear.

What do you think are the strengths of the speech you are preparing ____
____
____
____

What do you think you need to improve? ________________
____
____
____

[Adapted from: Gronbeck et al. (1988) Principles of Speech Communication].

Awareness Question:

1. How did the speech preparation form help you prepare for your presentation?

Lia Kamhi-Stein

SPEECH EVALUATION FORM

OBJECTIVE: To help students analyze and assess their classmates' speeches.

RATIONALE: This activity helps students become critical listeners.

PROCEDURES:

1. Pass out copies of the speech evaluation form.
2. Have students discuss what they are being asked in each of the questions.
3. Have students share their speeches with the rest of the students in the study group. Have students use the speech evaluation form and assess the speeches.

IMPORTANT: The speech evaluation form is meant to be used after a "sense of community" has been established in the study group. Also, this activity can be conducted after students have learned how to prepare a good summary and before students engage in summary writing.

The speech evaluation form will help you assess your classmates' oral presentations in the context of the study group. Working in groups, analyze your classmates' presentations, identify areas of strength and suggest possible improvements.

	The Message	YES	NO
1.	Did the presentation have a clear purpose?	____	____
2.	Was the presentation supported with examples or references?	____	____
3.	Was the presentation clearly introduced?	____	____
4.	Was the presentation concluded effectively?	____	____
5.	Did the listeners get a "clear picture" of the topic presented?	____	____
6.	Was the language used by the presenter clear? Did s/he explain unclear terminology?	____	____
7.	Did the speaker address his/her audience by looking at them?	____	____
8.	Was the delivery speed controlled?	____	____

Strengths of this speech:____

____

Possible improvements:____

____

[Adapted From: Gronbeck et al. (1988) Principles of Speech Communication].

Awareness Question:

To the presenter:

1. How can the speech evaluation that you or your classmates conducted help you improve your future presentations?

Lia Kamhi-Stein

ENHANCING NOTE-TAKING SKILLS THROUGH TRAINING AND EVALUATION

OBJECTIVE: To make students aware of their note-taking strategies. To have students analyze and evaluate their classmates' note-taking strategies.

RATIONALE: Note-taking is a study aid that allows students to record information to be remembered for a test or ideas to be presented in a speech or a writing assignment.

PROCEDURES:

Follow the instructions on the handout.

IMPORTANT: Have students engage in Activity 3 on a regular basis (5 minutes only). In this way, students will be given ample opportunities to enhance their note-taking skills.

Instructions:

Activity 1: Have students discuss their note-taking strategies. Then, give students a copy of Figure 1, "Generic notetaking procedures" and have students decide whether there are differences between the strategies they use and those suggested in Figure 1.

Figure 1
Generic notetaking procedures

Date and label notes at the top of the page
Draw a margin and keep all running lecture notes to one side
Use other side for organization, summarizing, and labeling
Indent to show importance of ideas
Skip lines to indicate change of ideas
Leave space for elaboration and clarification
Use numbers, letters, and marks to indicate details
Be selective
Abbreviate when possible
Paraphrase
Use underlining, circling, and different colors of ink to show importance
Cover one side of notes to study

Activity 2: Have students complete Figure 2, "Assessment for NOTES." Then, have small groups share ideas and/or concerns.

Figure 2
Assessment for NOTES*

Prelecture	Never	Sometimes	Always
1. I read assignments and review notes before my classes.	N	S	A
2. I come to class with the necessary tools for taking notes (pen and ruled paper).	N	S	A
3. I sit near the front of the class.	N	S	A
4. My notes are organized by subjects in a looseleaf notebook.	N	S	A
5. I have a definite notetaking strategy.	N	S	A
6. I adapt my notetaking for different classes.	N	S	A
Lecture			
1. I use my pen in notetaking.	N	S	A
2. I use only one side of the page in taking notes.	N	S	A
3. I date each day's notes.	N	S	A
4. I use my own words in writing notes.	N	S	A
5. I use abbreviations whenever possible.	N	S	A
6. My handwriting is legible for study at a later date.	N	S	A
7. I can identify the main ideas in a lecture.	N	S	A
8. I can identify details and examples for main ideas.	N	S	A
9. I indent examples and details under main ideas to show their relationship.	N	S	A
10. I leave enough space to resolve confusing ideas in the lecture.	N	S	A
11. I ask questions to clarify confusing points in the lecture.	N	S	A
12. I record the questions my classmates ask the lecturer.	N	S	A
13. I am aware of instructor signals for important information.	N	S	A
14. I can tell the difference between lecture and nonrelated anecdote.	N	S	A
15. I take notes until my instructor dismisses class.	N	S	A
Postlecture			
1. My notes represent the entire lecture.	N	S	A
2. I review my notes immediately after class to make sure that they contain all the important points of the lecture and are legible.	N	S	A
3. I underline important words and phrases in my notes.	N	S	A
4. I reduce my notes to jottings and cues for studying at a later date.	N	S	A
5. I summarize the concepts and principles from each lecture in a paragraph.	N	S	A
6. I recite from the jottings and cues in the recall column on a weekly basis.	N	S	A
7. I use my notes to draw up practice questions in preparation for examinations.	N	S	A
8. I ask classmates for help in understanding confusing points in the lecture.	N	S	A
9. I use my notes to find ideas that need further explanation.	N	S	A
10. I am completely satisfied with my notetaking in my courses.	N	S	A
11. I can understand my notes when I study them later.	N	S	A
12. I use the reading assignment to clarify ideas from the lecture.	N	S	A

*NOTES: Notetaking Observation, Training, and Evaluation Scales (Stahl & King, 1984).

Activity 3: Have students go over Figure 3, "Notes Evaluation Criteria." Then, have students work in dyads and exchange classroom notes. By looking at Figure 3, "Notes Evaluation Criteria," students will: 1) analyze their classmates' lecture notes and, 2) complete Figure 4, "NOTES Record Sheet." Furthermore, students will provide peer feedback.

Figure 3
NOTES evaluation criteria

	Value points and descriptors of notetaking habits				
Format	**4**	**3**	**2**	**1**	**0**
Use of ink	I use pen consistently.		I use pen and pencil.	I use pencil.	
Handwriting	Others can read my notes.		Only I can read my notes.	I can't read my notes.	
Notebook	I use a looseleaf binder.		I use a spiral notebook.	I don't use a notebook.	
Use of page	I leave enough space for editing.		I leave some space for editing.	My notes cover the page.	
Organization	**4**	**3**	**2**	**1**	**0**
Headings	I use new headings for each main idea.		I use headings inconsistently.	I don't use headings for changes in main ideas.	
Subtopics	I group subtopics under headings.		I don't indent subtopics under headings.	My subtopics are not grouped.	
Recall column	I use cue words and symbols to make practice questions.		I use cue words in a recall column.	I do not use a recall column.	
Abbreviation	I abbreviate whenever possible.		I use some abbreviation.	I don't abbreviate.	
Summaries	I summarize lectures in writing.		I write a list of summary lecture topics.	I don't summarize.	
Meaning	**4**	**3**	**2**	**1**	**0**
Main points	I identify main points with symbols and underlining.		I list main points.	I don't list main points.	
Supporting details	I show the relationships between main ideas and details.		My notes list details.	I don't list details.	
Examples	I list examples under main points.		I list some examples.	I don't record examples.	
Restatement	I use my own words.		I use some of my own words.	I use none of my own words.	

Figure 4
NOTES record sheet

Format Use of ink											
Handwriting											
Notebook											
Use of page											
											Format totals
Organization Headings											
Subtopics											
Recall cues											
Abbreviation											
Summaries											
											Organization totals
Meaning Main points											
Supporting details											
Examples											
Restatement											
											Meaning totals
Totals											**Evaluation totals**
Evaluator and date											

Students should be given ample opportunities to engage in Activities 1, 2, & 3. However, the activities should also be adapted to the students' needs and your time constraints. For the purposes of practicality, you may need to make some changes.

[Adapted from N. Stahl, J. King, and W. Henk, (1991). Enhancing students' notetaking through training and evaluation. Journal of Reading, 34, (614-622.)]

PART III

PSYCHOLOGY 150

Introduction to Psychology
Professor Gloria Romero

Psychology 150 - Winter Quarter 1992: An Overview

This general education course is designed to:

1. survey the subject matter of the field, and to assist students to become familiar with the vocabulary and concepts of the field, including some of the research findings upon which our knowledge of human thought and behavior is based.
2. emphasize the development of critical thinking skills, and to prepare students to be cautious and analytical consumers of information that is proclaimed to be scientific or based on research.
3. increase students' understanding of the link between historical movements, the economy, culture, and ideology, and how these have influenced the thought, research, and practice of psychology.
4. help students to apply psychological theories to everyday social concerns and issues.

Participation in the FIPSE project this past year both reaffirmed practices and methods I already employ in my classroom, and challenged me to make additional modifications in order to enhance the learning of language minority students. The project reaffirmed my belief that issues in learning are not solely due to "cultural" aspects, as is emphasized in the FIPSE project, but due to institutional racism. Of course, the two are intertwined. Hence, professors seeking to enhance the learning styles of their students cannot simply stop with incorporating "culture" (e.g., enhancing language, etc.) into the classroom. While such practices might "enhance" learning, without coupling such with challenging institutionalized racism, any enhancement is certainly questionable.

Textbook and Materials Selection

Hence, one of the major issues the professor must undertake even prior to the start of class is selection of a textbook(s) appropriate for use with one's students. This is always an arduous task, especially when one is sensitive to the very Eurocentric approach typically taken in the U.S. toward introductory psychology courses. Thus, my first task in choosing the introductory text is examining its relevance to the great cultural and ethnic diversity which will be present in my classroom. Textbooks which exclude or minimize the salience of culture, race, and gender in explaining and understanding human behavior are discarded. However, I have yet to locate a truly suitable text for use in my introductory course.

These are particularly important concerns in teaching in general, but particularly so for ethnically diverse, language minority students. Demonstration of knowledge of and interest in the students' backgrounds can be manifested by expansion of the curriculum to incorporate more international perspectives. Hence, materials selection becomes very important. Once the basic text is selected, one can--and, due to the limitations of what is available, usually must--further enhance the materials by supplementing these international perspectives in lectures, films, discussions, and examples utilized in class, etc.

Once the basic text selection(s) is accomplished, attention must be paid to clarity of the language in the text to be utilized. Once again, this is particularly important for language minority students. Verbosity, definition of terms, module lengths, suitability for quarter vs. semester courses, textbook price, etc., are factors to be examined when making textbook selections. Additionally, availability of learning guides for the student should be considered, particularly in the introductory course. Hence, in making my selection, I ultimately decided on the following introductory textbook (and accompanying study guide):

Feldman, R.S. (1992). Elements of Psychology. McGraw-Hill: San Francisco.

Garrison, M. & Sasserath, V.J. (1992). Study Guide to Accompany Feldman Elements of Psychology. McGraw-Hill: San Francisco.

I am not recommending this textbook--in fact, I am still experimenting with textbook choice. Indeed, I have numerous criticisms of this particular text and will undoubtedly select a different book as I continue to develop the course. However, having said that, I did find the book useful for this project, for many of the above stated concerns, including the availability at no extra cost to the student of an accompanying student workbook from which I have developed many assignments and projects. Hence, it was possible to make assignments to the students directly from the workbook (with modifications) rather than preparing separate handouts for the students, which can be tedious and not always available to the professor due to fiscal limitations.

Lectures

While teaching the course for Project LEAP, I found myself not taking for granted that students understood the words being pronounced in lecture or read in the text. Hence, during each lecture I spent time offering definitions of terms and examination of their Latin root derivatives, in order to enhance the vocabulary of the students. After awhile, this began to feel quite natural, so that it did not feel like I was doing anything "extra" to ensure that students understood the language I was utilizing in lectures and discussion. Of course, use of the blackboard became a must in not only visually presenting to the students the use of these terms, and visually breaking down the terms for them so that they could understand the pronunciation and meaning, but also for diagramming important points I wished to emphasize with the students. At times, I found myself incorporating Spanish in order to translate to students certain concept meanings. Use of slides and some films further complemented the lecture materials, as they do in most classes.

Small Group Discussions

Occasionally, students were instructed to break up into small work groups in order to discuss materials and then reconvene into the larger group for discussion. This is helpful for students who feel hesitant to speak up in the large group due to a perception that they do not possess adequate vocabulary or do not speak "correctly", and fear ridicule by others in the classroom. Of course, this is also helpful for encouraging cooperative relationships between students, and for diminishing competitiveness.

Affective Concerns

Of course, the project reaffirmed a long belief that the greatest enhancement of learning is demonstration that you believe and have confidence in your students. Encouragement of their pursuit of higher education, discussion of personal problems they may be experiencing, learning their names, how to properly pronounce their names, and their family generational status, etc.--simply taking time to get to know the person who sits at a desk for fifty minutes three times a week is key. While this is true for all students, it is particularly so for language minority students who may feel they are "different" from the others. Sharing with the students your own sense of "otherness" facilitates healthy exchanges and respect for differences.

Conclusion

I would like to emphasize the following points regarding participation in Project LEAP: (1) that the project reaffirmed my belief that the culture of the classroom needs modification in order to enhance the students' sense of belongingness and motivation to learn; (2) the project encouraged me to ensure that terms and concepts were clarified to the greatest extent possible, both ensuring understanding of the content I was presenting while expanding students' vocabulary as well; and (3) the project reaffirmed my belief that internationalizing the curriculum contributes to the students' sense of belongingness.

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PSYCHOLOGY 150

INTRODUCTION TO PSYCHOLOGY

TEXTBOOKS:

Feldman, R.S. (1992). Elements of Psychology. McGraw-Hill: San Francisco.

Garrison, M. & Sasserath, V. J. (1992) Study Guide to Accompany Feldman Elements of Psychology. McGraw-Hill: San Francisco.

COURSE OBJECTIVE:

This introductory course is designed to:

(1) survey the subject matter of the field and to become familiar with the vocabulary and concepts of the field and with some of the research findings upon which our knowledge of human thought and behavior is based.

(2) emphasize development of critical thinking skills and to prepare you to be a cautious and analytical consumer of information that is proclaimed to be scientific or to be based on research.

(3) increase your understanding of the link between historical movements, the economy, culture and ideology and how these have influenced the thought, research, and practice of psychology.

(4) help you to apply psychological theories to everyday social concerns and issues.

CLASS FORMAT

The class will primary assume a lecture format.
I expect that you will have read all assigned material prior to coming to class.

GRADING:

You will be given three midterms during the course of the quarter. These three exams will count equally in the assigning of your grade. The test items will be drawn primarily from the reading assignments (both textbook and study guide), lectures, films, and class discussions.

The grading scale is as follows: A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 0-59% of total points.

Any exam taken late will automatically be dropped one complete grade regardless of reason. The make-up must be taken within one week of its original scheduling.

SCHEDULE OF LECTURES AND READINGS

Jan 6,8	INTRODUCTION TO PSYCHOLOGY
	Readings: Chapter 1 Study Guide, 1-53
Jan 10	Library Assignment: The Journals in Psychology
Jan 13,15	BIOLOGICAL FOUNDATIONS
	Readings: Chapter 2
Jan 17,22	SENSATION AND PERCEPTION
	Readings: Chapter 3
Jan 20	HOLIDAY: DR. MARTIN LUTHER KING BIRTHDAY
Jan 24,27	LEARNING
	Readings: Chapter 4
Jan 29	MIDTERM #1
Jan 31	COGNITION AND LANGUAGE
	Readings: Chapter 5
Feb 3,5	MOTIVATION AND EMOTION
	Readings: Chapter 6
Feb 7	STATES OF CONSCIOUSNESS
	Readings: Chapter 7

Feb 10,12	DEVELOPMENT Readings: Chapter 8
Feb 17,19	PERSONALITY Readings: Chapter 9, pgs. 351-382
Feb 21	INTELLIGENCE AND TESTING Readings: Chapter 9, pgs. 382-404
Feb 24	MIDTERM #2
Feb 26,28	ABNORMAL BEHAVIOR Readings: Chapter 10
Mar 2	TREATMENT OF ABNORMAL BEHAVIOR Readings: Chapter 11
Mar 4,6	SOCIAL PSYCHOLOGY Readings: Chapter 12 Film: The Beating of Rodney King
Mar 9,11	INTERACTING WITH OTHERS Readings: Chapter 13 Film: Obedience
Mar 13	Summary of Course
Mar 16	MIDTERM #3 (10:45-13:15)

Psychology 150: Selected Exercises and Activities

- Model Textbook Survey
- Understanding How a Chapter in Your Textbook Is Organized
- Chapter Reading Guide
- Connectors of Comparison and Contrast
- Error Analysis #1
- Error Analysis #2
- Essay of Comparison and Contrast - Model Essay #1
- Peer Feedback Form # 1
- Grammar Checklist
- Peer Feedback Form # 2
- Essay of Comparison and Contrast - Model Essay #2
- Writing a Summary
- Peer Review Form: Summary Writing
- Using Office Hours Wisely
- Speech Preparation Form
- Speech Evaluation Form
- Enhancing Note-taking skills through Training and Evaluation
- Library Assignment

G. Romero
C. Espinosa
L. Kamhi-Stein

MODEL TEXTBOOK SURVEY
[Based on: Elements of Psychology]

OBJECTIVE: To help students understand the way in which their textbook is organized. To make students aware that each of the different features in the book serves a specific purpose.

RATIONALE: Understanding the organization of the textbook and of common contextual signals (e.g. titles, subtitles) can help students identify relevant information and relationships between ideas in the text.

PROCEDURES:

1. Pass out copies of the model textbook survey form.
2. Have students fill out the model textbook survey form in groups.
3. Have students share the features of the textbook with their classmates.
4. Have students discuss any concerns or questions they may have.

Understanding how your textbook is organized will help familiarize you with the basic content and organization of the text. In this way, reading for academic purposes will be easier because you will understand the purpose that each of the different sections in the chapters serve.

Instructions: Working in small groups, fill in the blanks below.

Name of course:____

Title of Textbook:____

Author(s):____

Author'(s') qualifications (e.g., university degree, professional affiliation):

____

____

Copyright date:____

Has the book been revised?_____________________________________

I. Instructions: Working in groups, survey your textbook and decide which of the following features it contains. Place a check next to the appropriate box. Then, by analyzing each of the sections, determine the purpose that each serves. Be ready to share your ideas with the entire class.

	YES	NO
Table of Contents		
Bibliography		
Name Index		
Subject Index		
Preface		
Glossary		
Ask Yourself		
Looking Back		
Key terms and Concepts		
Prologue		
Figures		
Tables		

II. Instructions: Using your textbook and working in small groups, answer the following questions or locate the following information. Be prepared to explain how you found the information to the rest of the class.

1. What were the author's goals in writing the book? Where did you find the information?

2. Look at the table of contents. Is the organization of topics easy to follow?

3. On what page/s will you find a discussion of *stereotyping*?

4. How did you find the page number?

5. How does the author explain *stereotyping*?

6. If you wanted to read all of the article quoted on page 382, where could you find the complete reference?

7. What does Figure 8-6 on page 330 tell us about gender differences in major maturational changes during adolescence?

8. Identify one citation that discusses *women* and *language*.

9. How many different kinds of subheadings can you find in the book? What do these subheadings tell you about the organization of the book?

10. What does the figure on page 285 illustrate?

11. On what page can you find a preview of what Chapter 1 covers? What is the name of the section?

12. On what page can you find a summary of the most important point discussed in Chapter 1?

13. What significance does the use of black vs. red typeface have?

14. Identify the definition of "psychology" in Chapter 1?

15. Identify the definition of psychology in another section of Chapter 1.

16. You should be able to locate the definition of psychology in another section in the book. If so, where?

[Adapted from Brinton, Snow, and Wesche, 1989, pp. 99-100.]

Lia Kamhi-Stein

UNDERSTANDING HOW A CHAPTER IN YOUR TEXTBOOK IS ORGANIZED

[Based on: Elements of Psychology]

Understanding how the chapters in your textbook are organized will help you identify important information when you read for academic purposes. The questions below will help you practice some of the strategies you should use when you read for academic purposes. Furthermore, the questions will help you become aware of some of the strategies you can use when you read your textbook.

OBJECTIVE: To familiarize students with the basic organization of each of the chapters in the textbook. To make students aware of some of the reading strategies they can use when they read for academic purposes.

RATIONALE: Understanding how the chapters in the textbook are organized will help students identify important information quickly. Moreover, by making students aware of the different strategies they can use when they read the chapters in their textbook, students can become more efficient readers.

PROCEDURES:

1. Pass out copies of the handout (Understanding How a Chapter in Your Textbook Is Organized).
2. Have students answer the questions by using their textbook.
3. Have students share the strategies they used to answer the questions.
4. Discuss and emphasize the strategies that students used to answer the questions.
5. As a follow-up activity, whenever you assign a chapter in the textbook, have students share some of the strategies they have used. Moreover, have students evaluate the strategies. Did they help students read faster and more efficiently? Should they use a different strategy? Let the class answer these questions with your guidance.

Instructions: Answer the following questions in small groups. Be prepared to share your answers with the rest of the class.

1. Look at the title of Chapter 1. What does the title tell you about the information that follows?

2. Why do you think it is important to read the title of the chapter carefully?

3. Look again at Chapter 1 in your textbook. What would you read after the title? Why?

4. According to the textbook writer, after reading Chapter 1, what questions will you be able to answer?

5. Where in Chapter 1 did you find the answer to question 3? Why is it important to read the questions carefully **before** actually reading the rest of the chapter?

6. Chapter 1 is divided into three main sections. Scan the chapter and identify them. **When you scan, you look for specific information.** For this purpose, set your mind on a specific piece of information and rapidly move your eyes through the material. When you reach the information, it will register.

1.____

2.____

3.____

7. How did you identify the three sections? Why is it important for you to understand that the chapter is divided into three sections?

8. Read Section 1 within Chapter 1. Identify the important information presented under each of the titles.

9. Work with your classmates and discuss the strategies you used to answer question 6.

10. The following questions can be found in the "Ask Yourself" section on page 10 in your textbook:

    a. How can the term "psychology" be defined?
    b. What are the major types of psychologists?
    c. Where are psychologists employed?
    d. Why is a scientific approach to understanding why people act the way they do more appropriate than a reliance on common sense and intuition?

    Where can you find the answers to the questions above? Why should you read the questions in the "Ask Yourself" section before reading the section to which the questions refer?

11. Look at Figure 1-1 on page 6. Can you explain it?

12. In what ways do figures/charts/graphs help you understand the text?

13. Look at Section 2, "A Science Evolves: The Past and the Future." Work with your classmates and skim the three vignettes that introduce the section. What is the connection between the vignettes and the text that follows them? Why do you think the author included the vignettes? **[When skimming, look for the general idea.]**

14. Read paragraphs 1, 2, 3, and 4 on pages 11 and 12. Can you underline the main idea of the paragraphs?

What made you decide that what you underlined was the main idea presented in the paragraphs? Discuss the strategies you used with your classmates.

Lia Kamhi-Stein

CHAPTER READING GUIDE

A reading guide is a study aid that helps you create a record for future study and review. In a reading guide, you condense information or ideas in an organized manner. The reading guide should help you prepare for class presentations and exams.

OBJECTIVE: To record information in an organized manner.

RATIONALE: Reading guides are excellent study aids that should help students prepare for exams and class presentations.

PROCEDURES:

1. Give students copies of the model reading guide and discuss its features.
2. Assign a chapter in the students' book and have them prepare reading guides for the following class.
3. Have students work in pairs, exchange reading guides, and analyze them. Also have students discuss the advantages of preparing reading guides.
4. Have students work in two groups and use their reading guides to prepare questions on the assigned chapter.
5. Have the groups take turns in asking and answering the questions. To answer the questions, students can only refer to their reading guides (Students SHOULD NOT be allowed to use their books).
6. Follow-up 1: Repeat steps 4 and 5 so that students get practice in preparing reading guides.
7. Follow-up 2: Have students work in pairs, exchange and read each other's reading guides (for 5 minutes only), and share their feedback/ideas.

IMPORTANT: Students may feel reluctant to develop reading guides first. A good way to convince students of the usefulness of the reading guide is to tell students that once they have prepared one, they do not need to reread the textbook for a test.

Chapter 4: Learning

[Feldman, R. (1992). Elements of Psychology. New York: McGraw-Hill, Inc.]

According to Feldman (1992), this chapter examines "basic learning processes" in order to answer a number of fundamental questions: (p. 134).

1. What are the different forms of learning, and how can we differentiate among them?
2. What is the role of reward and punishment in learning?
3. What is the role of thinking in learning?
4. How can we formally analyze behavior, and how does this lead to techniques for modifying and controlling it?
5. What are some practical methods for bringing about behavior change, both in others and in ourselves?

SECTION I

Prereading Questions for Section 1:

At the end of section 1, you should be able to answer the following questions:

1. What is learning and how does it differ from maturation?
2. How is something learned via classical conditioning?
3. How can these basic learning processes be described and differentiated: extinction, systematic desensitization, spontaneous recovery, stimulus generalization and discrimination, and higher-order conditioning?
4. Many people are afraid to swim in the ocean after seeing the movie Jaws. Using the principles of classical conditioning, how can you explain such fear?

Looking Ahead

Explain learning and maturation in the space below. How does learning differ from maturation?

The processes that underlie classical conditioning explain phenomena like:

1. Canine Conditioning

   a. Explain classical conditioning and give an example.

   b. Basic process of classical conditioning:

   Before conditioning:

During conditioning:

After conditioning:

2. Applying Conditioning Principles to Human Behavior
Explain two instances of learning through classical conditioning:

3. Unlearning What You Have Learned: Extinction

a. Definitions and examples
Extinction:

Example:

Systematic Desensitization:

Example:

b. Can you identify other important terms? If so, please define them:

____

____

4. The Return of the Conditioned Response:
Spontaneous Recovery:

Spontaneous recovery can be explained as ______________________________

____

____

____

5. A Rose is a Rose: Generalization and Discrimination
Summary: Summarize this subsection below:

____

____

____

6. When a CS Becomes a UCS: Higher-order Conditioning
When does higher-order conditioning occur?

____

____

____

Now, go back to the prereading questions for Section 1 and try to answer them by looking at your reading guide. You should be able to answer the questions only by looking at your reading guide.

Question 1:

Question 2:

Question 3:

Question 4:

SECTION 2

Prereading Questions for Section 2:

At the end of Section 2, you should be able to answer the following questions:

1. How do you describe the learning process known as operant conditioning?
2. What is a reinforcer, and what is the difference between a positive reinforcer and a negative reinforcer?
3. How can punishment and negative reinforcement be distinguished?
4. What are the arguments for and against the use of punishment to produce desired behavior?
5. Can you determine that a stimulus will be a reinforcer before trying to see if it works for a particular individual?
6. Can something be a reinforcer to one person and a punishment to another?

The Reward of Reinforcement: Operant Conditioning

Define Operant Conditioning:

1. Cat-in-a-Box: Thorndike's Law of Effect

   Explanation of the Law of Effect:

   Example: ____________________

2. From Cat-in-a-Box to Skinner Box: The Basics of Operant Conditioning

   a. Thorndike's goal vs. Skinner's goal:

   b. Describe Skinner's contribution:

   c. Key definitions:

      1. Reinforcer:

         Example:

      2. Primary Reinforcer:

         Example:

      3. Secondary Reinforcer:

Example:

4. Positive Reinforcer:

Example:

5. Negative Reinforcer:

Example:

6. Punishment:

Example:

d. Complete the following sentences:

1. Reinforcement is meant to ______________________________

   ____

   ____

2. The application of a positive stimulus is intended to ____________

   ____

   ____

3. The application of a negative stimulus is intended to ____________

   ____

   ____

Now, go back to the prereading questions for Section 2 and try to answer them by looking at your notes. If you cannot find the information you need in your notes, go back to the textbook and find the information you need.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

SECTION 3

Prereading Questions for Section 3

At the end of Section 3, you should be able to answer the following questions:

1. Does reinforcement need to be constant in order for behavior to be learned and maintained?
2. What is the difference between fixed-ratio and variable-ratio schedules of reinforcement?
3. How is reinforcement supplied in fixed-interval and variable-interval schedules?
4. What are generalization, discrimination, and shaping?
5. Can learning complex tasks, such as reading and writing, be explained by principles of operant and classical conditioning?
6. If a parent responds to a baby crying at night by periodically comforting the infant, what would be the likely result, according to learning theory?

1. Timing Life's Reward: Schedules of Reinforcement

a. Summarize this subsection in the space provided

____

____

____

b. Counting responses:

Fixed-ratio schedule	vs.	Variable-ratio schedule
________________		________________
________________		________________
________________		________________

c. Passing time:
Focus on fixed and variable interval schedules.

2. Distinguishing the Right Stimulus from the Wrong: Discrimination and Generalization in Operant Conditioning
Identify the important information in this section and include it below.
You can summarize ideas or define terminology.

3. Superstitious Behavior
According to learning psychologists, where do superstitions come from?

4. Reinforcing What Doesn't Come Naturally: Shaping

What is the important concept explained in this subsection?
Can you explain it below?

5. Where Professors are Programs: Using Programmed Instructions in College Classes

a. Programmed Instruction: Definition

b. Advantages Criticisms

6. Discriminating Between Classical and Operant Conditioning
Compare classical and operant conditioning (similarities).

7. You Can't Teach an Old Dog Difficult Tricks:
Biological Constraints on Learning
What is the important concept introduced in this subsection?

Now, go back to the prereading questions for Section 3 and try to answer them. Follow the same instructions as for Sections 1 and 2.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

SECTION 4

Before reading this section, read the questions below:

1. What is the focus of cognitive learning theory?
2. How does modeling underlie some forms of learning?
3. What is learned helplessness?
4. How can behavior modification techniques be used to change your own behavior and the behavior of others?
5. How would cognitive learning theory account for the fact that child abusers were often abused themselves as children?
6. How could you use the concept of learned helplessness to understand the problems of the urban poor, and what solutions to the problem of poverty does learned helplessness suggest?

Thinking About Learning Theory: Cognitive Approaches to Learning

Summarize Cognitive Learning Theory in the space below:

1. Learning Through Imitation: Observational Learning
   a. Define "Observational Learning".

   b. According to Bandura, what are the 4 steps in which observational learning takes place?
      1.
      2.
      3.
      4.

2. Accepting the Unacceptable: Learned Helplessness
   a. Define "Learned Helplessness".

   b. Examples
      1.
      2.

3. The Unresolved Controversy of Cognitive Learning Theory
   What does Feldman mean by "Black Box"? Please, explain.

4. The Informed Consumer of Psychology: Behavior Analysis and Behavior Modification Procedures

   a. Give an example illustrating "behavior modification".

   b. Identify some of the steps in a behavior-change program.
      1.
      2.
      3.
      4.
      5.
      6.

Now, go back to the questions for Section 4 and try to answer them. Follow the instructions for Sections 1 and 2.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Now, go back to the beginning of this reading guide. Look at the five questions which introduce the reading guide. Try to answer them by finding the information in your reading guide. If you cannot find the answers in your reading guide, go back to the textbook and try to find the information there.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Awareness Activity:
Please answer the following questions. They will help you become aware of the reading strategies you used in order to complete your reading guide.

1. Why do you think you were asked to look at the prereading questions before reading each of the sections in Chapter 4?

2. Did reading the prereading questions help you? If so, how?

3. Can you mention some of the advantages of developing a reading guide for each of the chapters you are asked to read in your general education classes?

Now, look at the next chapter your instructor has asked you to read. Prepare a reading guide for your next study group meeting. Working in two groups, you will be asked to prepare questions from your reading guide. Then, you will take turns answering the questions by using the reading guides you have prepared.

Lia Kamhi-Stein

CONNECTORS OF COMPARISON AND CONTRAST

OBJECTIVE: To teach students the use of connectors of comparison and contrast. To review the topics in the textbook by using connectors of comparison and contrast.

RATIONALE: By using connectors of comparison and contrast, the students' writing will be more cohesive.

PROCEDURES:

1. Pass out copies of the handout on connectors of comparison and contrast and discuss the examples on the handout.
2. For the following class, have students read a section in the textbook.
3. Have students connect the sentences [that were taken from the reading assignment,(see handout)]. Make students understand that the sentences that they connect should be content-related. Moreover, when connecting the sentences, students should not use any connector, but only those that make sense in terms of the ideas presented in the book.

IMPORTANT: This activity serves two purposes. First, it teaches students how to use connectors of comparison and contrast. Second, it helps students review the ideas in their textbook by using connectors of comparison and contrast.

Using connectors of comparison and contrast will help you combine sentences and ideas. In this way, your writing will be more cohesive.

When you compare, you look for similarities between ideas.
When you contrast, you look for differences between ideas.

Read the examples below, then combine sentences 1 through 10 with the connectors of comparison and contrast.

Connectors of comparison:

1. Both
2. Similarly
3. In like manner

Connectors of contrast:

1. On the one hand........ On the other hand........
2. However,
3. In contrast,
4. Unlike
5. While
6. On the contrary
7. In contrast with
8. Even though
9. In spite of the fact that

Example:

a. Certain behaviors are relatively easy to learn.

b. Other behaviors are either difficult or impossible to learn.

1. Certain behaviors are relatively easy to learn. **In contrast**, others are either difficult or impossible to learn.

   or

2. **While** certain behaviors are relatively easy to learn, others are either difficult or impossible to learn.

   or

3. **On the one hand**, certain behaviors are relatively easy to learn. **On the other hand**, others are either difficult or impossible to learn.

   or

4. Certain behaviors are relatively easy to learn. **However**, others are either difficult or impossible to learn.

Instructions: The sentences below were taken from Chapter 4 in your Psychology textbook. Read them and combine them by using connectors of comparison and contrast. In doing so, be sure to connect sentences whose content is related.

1. Punishment is meant to decrease or suppress behavior.

2. Generalization and discrimination processes are found in operant conditioning.

3. In a fixed-ratio schedule, reinforcement is given only after a certain number of responses are made. For instance, a pigeon might receive a food pellet every tenth time it pecked a key; here the ratio would be 1:10.

4. Learning is a relatively permanent change in behavior brought about by experience.

5. A primary reinforcer satisfies some biological need and works naturally, regardless of a person's prior experience. Food for the hungry person, warmth for the cold person, and cessation of pain for a person who is hurting would all be classified as primary reinforcer.

6. Maturation can be defined as the unfolding of biologically predetermined patterns of behavior due to aging.

7. A secondary reinforcer is a stimulus that becomes reinforcing because of its association with a primary reinforcer. For instance we know that money is valuable because it allows us to obtain other desirable objects.

8. In a variable-ratio schedule, reinforcement occurs after a varying number of responses rather than after a fixed number.

9. Generalization and discrimination processes are found in classical conditioning.

10. The goal of reinforcement is to increase the incidence of behavior.

Further Practice:
The sentences below were taken from Chapter 12 in your Psychology textbook. Read them and connect them by using connectors of comparison and contrast. Be sure to connect sentences whose content is related.

1. Jung's ideas never achieved prominence in leading psychological thought.

2. Rogers suggests that development occurs continuously.

3. Neo-Freudians focused on the central role that parents played in their children's lives.

4. Freud believes that development is in stages.

5. Freud's psychoanalytic theory became very popular among practicing psychologists in the 1920's.

6. Freudians wanted to understand relationships between children and parents.

Transfer Activity:
Find the explanation or definition for the following theories/ideas in Chapter 5:

1. a. The learning-theory approach to language acquisition

   b. Chomsky's theory of language acquisition

2. a. Short-term memory

   b. Long-term memory

3. a. Recall

   b. Recognition

4. a. Algorithm

   b. Heuristics

Now, try to combine the theories/definitions/explanations for 1 through 4 by using connectors of comparison or contrast. Try to use as many connectors as possible but do not change the meaning of the sentences.

Awareness Question: In what way/s would the usage of connectors of comparison and contrast: 1) enhance your writing and, 2) your study skills?

Lia Kamhi-Stein

ERROR ANALYSIS #1

OBJECTIVE: To make students aware of some of the errors that have to be corrected in their writing assignments.

RATIONALE: By making students see and correct some of the errors they have made in their writing assignments, students will avoid making the same errors in the future.

PROCEDURES:

1. Look at the students' writing and prepare a handout by gathering some of the students' most common errors.
2. Pass out copies of the error analysis handout.
3. Working in groups, have students analyze and correct their errors. Have students come up with solutions and ways to avoid making the same error in the future. (This is not an easy task. Very often, students are not aware of grammar rules).

Instructions: The sentences below are taken from your writing assignments. Each set of sentences contains a specific grammar mistake or a writing style problem which you should avoid when writing for academic purposes. Identify the problem in the line below the items and correct each sentence.

1. a. When a person acts aggressively, he/she have anxiety resulting from unresolved conflicts.
   b. Each of these psychologists have different interpretations for suicide.
   c. There have been a significant increase of suicides in this society.
   d. The way people act or respond to emotions have a biological component.

Problem:____

2. a. Although the three approaches may seem alike, they're actually different.
   b. They don't believe the problem has any connection with the way people think.
   c. That's how she got the idea.

Problem:____

3. a. An immigrant will not bring his family with him until he has found a job in California.
   b. A student who believes that his/her opinion counts usually participates in his/her school organizations.

Problem:____

4. a. As a result of these messages being crossed.
   b. For example, the nervous system.
   c. When a person acts aggressively.

Problem:____

5. a. This theory was develop by Freud.
   b. This is explain by Maslow.
   c. The concept of primary drives is show in Maslow's pyramid.
   d. It is believe that Freud is the father of psychology.

Problem:____

6. a. This essay will explain which of the two theories of personality better explain human emotion.
   b. If primary drives is positive, a person will repeat the original behavior.
   c. Humanistic theories of personality emphasizes the idea of people's basic goodness.

Problem:____

Lia Kamhi-Stein

ERROR ANALYSIS #2

OBJECTIVE: To make students aware of some of the errors that have to be corrected in their writing assignments.

RATIONALE: By making students see and correct some of the errors they have made in their writing assignments, students will avoid making the same errors in the future.

PROCEDURES:

1. Look at the students' writing and prepare a handout by gathering some of the students' most common errors.
2. Pass out copies of the error analysis handout.
3. Working in groups, have students analyze and correct their errors. Have students come up with solutions and ways to avoid making the same error in the future. (This is not an easy task. Very often, students are not aware of grammar rules).

Instructions: The sentences below are taken from your writing assignments. Each set of sentences contains a specific kind of problem or grammar mistake that you should avoid when writing for academic purposes. Identify the problems/grammar mistakes and correct the sentences.

1. a. Many students at California State University, Los Angeles can't afford to pay the tuition fees.
   b. Many students don't find jobs because they are not prepared for the market in California.
   c. I'm aware of the fact that many students on campus work and study at same time.

Problem: ____

2. a. I drive by that place a lot.
   b. There are tons of people in California who have immigrated from neighboring countries.
   c. There are a whole lot of students on campus who are looking for job opportunities.

Problem: ____

3. a. An immigrant will not bring his family with him until he has found a job in California.
   b. A student who believes that his opinion counts usually participates in in student organizations.

Problem: ____

4. a. This theory was develop by Freud.
    b. This is explain by Maslow.
    c. The concept of primary drives is interpret by Maslow.
    d. It is believe that Freud is the father of psychology.

Problem:____

5. a. This essay will explain which of the two theories better explain human emotion.
    b. If primary drives is positive, a person will repeat the behavior.
    c. Humanistic theories of personality is based on the idea that people are basically good.

Problem:____

Lia Kamhi-Stein

ESSAY OF COMPARISON AND CONTRAST - MODEL ESSAY #1

OBJECTIVE: To make students aware of the organization of an essay of comparison and contrast. To help students start developing a schema for academic writing in English. To teach students how to compare and contrast ideas.

RATIONALE: Students can see and analyze a model essay. By making students aware of the essay organization, they understand that writing is not a "mysterious task."

PROCEDURES:

1. Pass out copies of the essay question/prompt.
2. Have students read the essay question/prompt and decide what is being asked. (Students should divide the question into different subquestions to understand what the assignment entails.)
3. Pass out copies of the model essay of comparison and contrast.
4. Have students read the essay question prompt and decide what is being asked.
5. Have students analyze the model essay using the questions on the handout.
6. Follow-up activity 1 (to deconstruct the prompt/question): Give students another model essay (this time, do not give students the essay prompt/question). Have students analyze the essay and come up with the essay prompt/question. Show students a copy of the original prompt/question and compare the original version of the prompt with the students' version.
7. Follow-up activity 2: Have students fulfill the writing assignment on the handout.

Important: Remember that **when you compare** two or more ideas you **discuss their similarities**. When you **contrast** two or more ideas, you **discuss their differences.**

Instructions: Read the model essay below. Then answer the following questions:

1. What do you think is the question that this model essay is answering?

2. What is the basic organization of the model essay? Is this a well organized essay? To describe the organization of the essay, look at each of the paragraphs included in the model essay.

3. Is there something that does not belong in the essay?

Maslow and Freud's Theories of Personality

[Adapted from a Psychology 150 student essay.]

The purpose of this essay is to explain Maslow's model of motivation and Freud's psychoanalytic theory. Furthermore, this essay will compare and contrast both theories. Finally, this essay will decide which of the two theories better explains personality and human behavior.

According to Maslow's model of motivation, different needs are ordered in a hierarchy. In the hierarchy, for sophisticated needs to be met, certain primary needs have to be fulfilled first. Maslow's hierarchy model can be described in terms of a pyramid, with primary needs such as the need for water, sex, and food at the bottom. In the middle of the pyramid of needs is safety, then belongingness, and self-esteem. At the top of the pyramid is self-actualization. As argued by Smith, "the higher the need on the hierarchy, the more distinctly human the need" (p. 436).

According to Freud's psychoanalytic theory, childhood experiences have an important role in molding our daily behavior. Freud argues that personality consists of three distinctive forces that reside in the unconscious. They are the "id," the "ego", and the "super ego." The "id" works on the pleasure principle. In contrast, the "ego" deals with the reality principle and serves as the compromiser between the id and the super ego. Finally, the "super ego" deals with the morals and values that people are taught.

Freud believed that personality develops through stages, beginning with the oral stage, the anal stage, the phallic stage, the latency stage, and the genital stage.

There is one similarity between Maslow and Freud's theories. Both theories deal with the fulfillment of basic, primary needs. For example, Maslow's theory states that for people to reach higher order levels, people first need to eat and drink. Similarly, Freud's theory states that the primary need for sex must be fulfilled.

However, both theories differ in more than one way. First, Maslow believed that people's actions are determined by their free will. In contrast, Freud indicated that human personality is determined by the events that take place in childhood at an early age.

Second, because people's actions are determined by their free will, Maslow suggested that people can mold their personality through time. Instead, Freud believed that one's personality is determined by one's unconscious and not by one's free will.

To conclude, Maslow's model, while useful in explaining human motivation, does not consider the context in which human behavior occurs. Therefore, I believe that Freud's theory better explains personality and human behavior because much of what people do is the result of factors that have had an impact in their childhood. In fact, the events that have taken place in people's lives influence the way people behave and help model people's personality.

Lia Kamhi-Stein

PEER FEEDBACK FORM #1

OBJECTIVE: Students will read their classmate's essays and will give one another feedback on the essays' content and organization.

RATIONALE: By working with the peer feedback form, students understand the importance of revising their writing assignments (writing as process).

PROCEDURES:

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' essays. Moreover, explain that students can use the questions included in the peer feedback form when they are revising their own essays.
2. Have students work in pairs and exchange copies of their drafts.
3. Divide the peer feedback form into different sections (based on your students' needs and time constraints). Discuss the purpose of the different questions included in the sections assigned.
4. Have students share what they learned from their classmates' essays. Moreover, have students give constructive feedback in terms of the areas that need further work.
5. Have students work with the Grammar Checklist (only after students have finished working with the Peer Feedback Form).
6. Have students write a second draft of their writing assignment (if possible) and follow steps 1 through 5.
7. Have students work individually and use the Peer Feedback Form to evaluate their own writing.

IMPORTANT: The peer feedback form is meant to be used on a regular basis. Depending on how much time you have, you can have students work on different sections of the form. It is important to emphasize the idea that, if students want to "produce" a better essay/paper, they should not wait until the last minute to write and revise their essay/paper. (Better products lead to better grades.)

Instructions: Work in pairs. Give your partner a copy of your essay. Using this peer feedback form, read your classmate's essay silently and at a comfortable pace. Do not stop to reread sections that you have found unclear. When you give feedback, be very specific. When you receive feedback, ask for clarification if necessary.

1. What is/are the main idea/s of the essay you have read? Please summarize the ideas in the space below.

____

____

____

____

2. What are the strengths of your classmate's essay?

3. Look at the first paragraph written by your classmate.

   a. Does the author state the purpose of the essay in the first paragraph?
   Yes No

   b. If the answer is Yes, summarize the purpose of the essay below.

   c. If the answer is No, how can the author make the purpose clear? Please share your ideas with your classmate.

4. Look at the body of the essay. Does the author meet the objectives as stated in the first paragraph? Yes No

   a. If the answer is Yes, restate the author's ideas.

b If the answer is No, what does the author need to do to meet the objectives?

____

____

____

____

c. Does the author support his/her ideas? If so, how does the author do it?

____

____

____

____

5. The essay should be organized into paragraphs. If so, are they easy to follow?
Yes No

a. If the answer is No, indicate the changes the author needs to make.

____

____

____

6. Does the conclusion paragraph tie together the ideas presented in the body?
Yes No

a. If the answer is Yes, what did the author write?

____

____

____

____

b. If the answer is No, what does the author need to do to tie the ideas together?

____

____

____

c. What does the author need to work on to strengthen the essay?

____

____

____

____

[Adapted from J. Goodwin & S. Schwartz, *A Model of an Integrated University ESL Course*.] Paper presented at CATESOL '89. Long Beach, CA.

Lia Kamhi-Stein

GRAMMAR CHECKLIST

OBJECTIVE: To help students edit their writing assignments for grammar mistakes.

RATIONALE: Students can use the grammar checklist as an aid to correct their essays for grammar mistakes.

PROCEDURES: Pass out copies of the grammar checklist. Have students work in pairs, look at each other's essays, and edit them by following the steps provided on the form.

IMPORTANT: The grammar checklist is meant to be used after the peer feedback form. Students work on the essay content and organization first. Checking for grammar correctness should be the last step when students revise their classmates' papers.

Instructions: After reviewing you classmate's essay for content and organization, use this grammar checklist to help your classmate make the grammar changes that his/her essay may require. The checklist below will prove to be a helpful aid when revising your own writing assignments for grammar.

a. **Subject-Verb Agreement:**
Underline the subject and verb of each sentence.
Write AGR under every verb that does not agree with the subject.
Example: Geometric growth follow
AGR

b. **Incomplete Sentences:**
Put brackets "[ ]" around every sentence that lacks either a subject or a predicate.
Example 1: [Especially biotic factors.]

Example 2: [When someone experiences environmental factors.]

c. **Spelling Mistakes:**
Write an "S" under misspelled words.
Examples: view, alot, categorize,

d. **Sexist language or contractions:**
Write an "X" next to sexist words (e.g., he, chairman) or contractions (e.g., wouldn't, won't).

e. **Verb Tenses:**

Is each verb in the correct tense? Place a "T" under every verb that is not in the correct tense.

Example: Fecundity has been the physical ability to reproduce.
T

f. **Parallel Constructions:**

If two or more ideas are parallel, they should be expressed in parallel grammatical form. Single words should be balanced with single words, phrases with phrases, clauses with clauses.

Good Example: A kiss can be a comma, a question mark, or an exclamation point.

Bad Example: Theft, vandalism, and cheating can result in suspension or even expelling from school. Place a "P" under every construction that is not parallel.

g. **Inappropriate Vocabulary:**

Remember that you are writing an academic essay. Check to see that the essay does not include words such as "a bunch of people", "tons of people", "a whole lot of students". Place a "W" under every inappropriate word.

h. **Connectors of Comparison and Contrast:**

Are you using words such as "Both", "Similarly", "In like manner", "on the other hand", "however", "in contrast", "unlike", "while", "on the contrary?"

i. **Articles:**

Check to see that the essay uses "a" when a noun is introduced for the first time. Once the noun has been mentioned, the writer should use "the".

Example: Childhood experiences have an important role in molding human behavior. In fact, the role is critical.

Lia Kamhi-Stein

PEER FEEDBACK FORM #2

OBJECTIVE: Students will read their classmate's essays and will give one another feedback on the essays' content and organization.

RATIONALE: By working with the peer feedback form, students understand the importance of revising their writing assignments (writing as process).

PROCEDURES:

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' essays. Moreover, explain that students can use the questions included in the peer feedback form when they are revising their own essays.
2. Have students work in pairs and exchange copies of their drafts.
3. Divide the peer feedback form into different sections (based on your students' needs and time constraints). Discuss the purpose of the different questions included in the sections assigned.
4. Have students share what they learned from their classmates' essays. Moreover, have students give constructive feedback in terms of the areas that need further work.
5. Have students work with the Grammar Checklist (only after students have finished working with the Peer Feedback Form).
6. Have students write a second draft of their writing assignment (if possible) and follow steps 1 through 5.
7. Have students work individually and use the Peer Feedback Form to evaluate their own writing.

IMPORTANT: The peer feedback form is meant to be used on a regular basis. Depending on how much time you have, you can have students work on different sections of the form. It is important to emphasize the idea that, if students want to "produce" a better essay/paper, they should not wait until the last minute to write and revise their essay/paper. (Better products lead to better grades.)

1. Please read your peer's essay and decide:

    a. What did you learn from this essay?

    ____

    ____

    ____

    ____

    ____

b. What do you think is the strength of this essay?

c. What helpful advice could you give to the author to help him/her improve the essay? Be specific.

2. Look at the essay organization.

   a. Is there an introductory paragraph? Yes No

3. Read the essay carefully. Did the author meet the objectives of the essay as stated in the first paragraph?

   a. If so, what did the author do?

   b. If the author did not meet the objectives, what does she need to do?

Lia Kamhi-Stein

ESSAY OF COMPARISON AND CONTRAST - MODEL ESSAY #2

OBJECTIVE: To make students aware of the organization of an essay of comparison and contrast. To help students start developing a schema for academic writing in English. To teach students how to compare and contrast ideas.

RATIONALE: Students can see and analyze a model essay. By making students aware of the essay organization, they understand that writing is not a "mysterious task."

PROCEDURES:

1. Pass out copies of the essay question/prompt.
2. Have students read the essay question/prompt and decide what is being asked. (Students should divide the question into different subquestions to understand what the assignment entails.)
3. Pass out copies of the model essay of comparison and contrast.
4. Have students read the essay question prompt and decide what is being asked.
5. Have students analyze the model essay using the questions on the handout.
6. Follow-up activity 1 (to deconstruct the prompt/question): Give students another model essay (this time, do not give students the essay prompt/question). Have students analyze the essay and come up with the essay prompt/question. Show students a copy of the original prompt/question and compare the original version of the prompt with the students' version.
7. Follow-up activity 2: Have students fulfill the writing assignment on the handout.

1. What do you think is the question that this model essay is answering?

2. Does the basic organization of this model differ from that of model #1?
To answer this question, compare Model Essay #1 to #2.

3. Is there something that does not belong in Model Essay #2?

Clinical Psychologists and Psychiatrists

A clinical psychologist is a specialist in helping people to overcome psychological or emotional problems. In contrast, a psychiatrist is a specialist in a subfield of medicine.

To become a clinical psychologist, one must attend graduate school, ordinarily for four years or more, and earn a Ph.D. degree that certifies achievement in conducting and evaluating research. However, to become a psychiatrist, one completes four years of medical school and then takes an additional four years of residency training in psychiatry.

There are two other differences between a clinical psychologist and a psychiatrist. First, while the psychologist has a Ph.D. degree, the psychiatrist has an M.D. degree. Second, while the psychologist is not licensed to prescribe tranquilizers and other drugs, the psychiatrist relies on medical treatment as the most viable solution for a patient's problem.

To conclude, both the psychologist and the psychiatrist are trained to help people solve their emotional problems. However, because of the opposite perspectives of psychologists and psychiatrists, it is critical for the reader to understand their differences in training and point of view. This understanding will help potential patients make decisions which may affect them for the rest of their lives.

[Adapted from The Active Writer. Friesbe et al.]

Lia Kamhi-Stein

WRITING A SUMMARY

OBJECTIVE: To teach students how to write a good summary.

RATIONALE: Summarizing is a useful strategy for condensing information that students will need to remember for a test or an oral presentation.

PROCEDURES: Follow the instructions on the handout.

A good summary reports what a writer has said in a concise form. While summaries may be part of your class assignments, learning summarizing skills will also help you when you have to make oral presentations about your reading assignments.

Summary Format

Below are the points that a summary needs to cover. However, the points do not need to be presented in the same order. Sometimes you will need to rearrange the information presented in your summary to clarify your ideas in a condensed form.

Introduction

Source: Who is the author?
What is the title?

Purpose: Why did the author write the summary?

Main idea/controlling idea: What is the author saying?

Body

Main point #1 + Clarification
What does the author say?
What does this mean?
How is it related to the main idea and the other main points?

Main point # 2 + Clarification
What does the author say?
What does this mean?
How is it related to the main idea and the other main points?

[Adapted from: M. Kirkland and M. A. Saunders. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.]

The summary below was taken from Chapter 2, section 2 of Elements of Psychology. Read it and discuss the answers to the questions below with your classmates:

A Science Evolves

The second section of the chapter focuses on the history, development, and current direction of the field of psychology. As indicated by Feldman, the major models of present-day psychology have their roots in structuralism, functionalism, and gestalt psychology. Structuralism, a model developed by Wilhelm Wundt, who established the first psychology laboratory, studied the fundamental elements of thinking, consciousness, and emotions. The idea was to identify, through scientific means, the structures of the mind. Structuralists used a method called introspection: They asked people to describe what they thought and felt at specific times. As psychology evolved, human functioning was perceived more as a process than as a set of elements, and functionalism replaced structuralism. Gestalt psychology, which emerged in the early 1990s as another reaction to structuralism, examined how perception is organized. Today, five basic models form the foundation of the field of psychology. First, the biological model focuses on how behavior is determined by the physical, the actual body. Second, the psychodynamic model focuses on how behavior is determined by unconscious inner forces. Third, the cognitive model focuses on how people know, understand, and think about the world. Fourth, the behavioral model focuses on how people actually behave. Finally, the humanistic model focuses on how people can reach their full potential. According to Feldman, in the future, psychology will probably become more specialized, new models will emerge, psychological treatment will become more acceptable and available, and more emphasis will be placed on the applications of psychological principles.

[(From: M. Garrison and V. Sasserath Adams. (1992). Study Guide to Accompany Elements of Psychology. New York: McGraw-Hill, Inc.)]

Questions for Analysis

1. Why did the author write the summary?

2. Identify the main/controlling idea in the summary. What did the author say?

3. Identify the main point/s in the summary. What does the author say? How are the main points related?

4. How were connectors used to make this summary cohesive and establish the relationship between the ideas introduced in the summary.

Important Points to Remember When You Write a Summary

1. You should make clear to the reader that the summary is a report of someone else's work. For this purpose
   - a. Mention the source.
   - b. Mention the author's name periodically.
   - c. Give the bibliographical information in the heading at the top or in a footnote.
2. Use your own words. Paraphrase what the author has said. If you quote him/her, remember to give the complete citation (publication year, page number).
3. Do not introduce your own ideas or interpretation in the summary. The summary should be an objective restatement of what the author said.
4. Use words like **states, indicates, mentions, believes, argues** when you refer to the author's actual statements.

Steps in Writing a Good Summary

1. Read the materials to be summarized and think about it. Look for the "big picture." What is the main idea; how do the points fit together? Who is the author; why did s/he write this?
2. Make a visual diagram of the material. Does it show how the main points are related?
3. Write your summary based on the diagram. (Do not refer to the article until you have a rough draft.) Refer to the guidelines and/or assignment whenever you need to.
4. Review your summary to be sure it is complete and clear. Does it represent the ideas accurately? Compare your summary with your diagram, then with the article.
5. Compare your summary with the assignment. (In this case, compare it with the guidelines and checklist, too.) Have you satisfied the expectations?
6. Revise and "polish" your summary. Is it easy to read? Does it report the complete ideal?

Assignment: For the next class, you will be asked to write a summary of the section assigned to you by your study group leader. To write the summary, follow the instructions below.

Personal Checklist

Use the following checklist to help you evaluate and revise your summary. If you check "no" for any of the questions, refer to the guidelines before revising your paper.

		YES	NO
1.	Does your summary give "the big picture?" (Does it emphasize the relationship between the main points?)	___	___
2.	Have you clarified what the author says about each point?	___	___
3.	Is it clear that your paper is a summary of someone else's material? (Have you mentioned the source at the beginning, periodically throughout the summary, and in the bibliographic heading or footnote?)	___	___
4.	Have you expressed the ideas in your own words (paraphrased)?	___	___

[Adapted from M. Kirkland and M. A. Saunders. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.]

Lia Kamhi-Stein

PEER REVIEW FORM: SUMMARY WRITING

Writer:
Peer Reviewer:

1. Is the main idea of the text restated in the summary? If so, what if the main idea? Where is it presented in the summary?

2. Are all the major points included?

3. Are the ideas clearly presented in the summary?

4. Does the writer connect the sentences? Can you identify some of the words the writer uses to connect them?

5. Is there anything missing or anything that does not belong in the summary?

6. Are there any places where the wording is too close to the original?

7. Is the summary objective?

[Adapted from M. Schenk, Read, Write, Revise, St. Martin's Press, 1988, p. 285.]

Lia Kamhi-Stein

USING OFFICE HOURS WISELY

OBJECTIVE: To help students become more confident when talking to their instructor. To focus the students' attention on the class content and the language used by the content-area instructor.

RATIONALE: By making students visit the content instructor on a regular basis, students become more confident in their interpersonal communication skills. Moreover, the visits to the instructor give students content-specific and language input.

PROCEDURES:

1. Pass out copies of the handout (Using Office Hours Wisely).
2. Have students work in pairs and follow the instructions on the handout. Only two students should prepare a set of questions at one time. (Pairs of students take turns in preparing the questions and visiting the content-area instructor).
3. In class, have the "visiting students" share what they learned (in terms of language and content) from the content-area instructor (this should take 5 minutes only).

IMPORTANT: Make arrangements with the content-area instructor so that s/he engages in a meaningful conversation with the students. Hopefully, this interaction will promote increased confidence on the part of the students.

Meeting with your instructors during their office hours is an important part of the university experience. The activity below will help you clarify your doubts and become more confident when talking to your instructors.

Useful Expressions

When you talk to your instructor you can use the expressions below:

Excuse me, Dr. , may I interrupt you?

Excuse me, Dr. , could I ask you a question?

Excuse me, but I have a question regarding...Could you clarify that concept for me?

I am still not clear on the concept of...

I am sorry, but I did not understand the part about...

Instructions:

1. Write two questions or think about two concerns you may have regarding the material (a) your instructor has covered in class; (b) you have read in your textbook; or (c) you have discussed in your study group.

2. Write a question or think about a concern you may have regarding the language your instructor uses in class.

3. By[___date___], go to your instructor's office and have her/him answer your questions or clarify your concerns.

4. In your study group, you will be expected to share your questions or concerns with your classmates. Furthermore, you will be asked to provide the study group with the answers that your instructor gave you.

Reminder: **Please go to your instructor's office during her/his office hours. When you visit your instructor, it may be helpful to have a written "agenda" with your questions/concerns.** In this way, if you get nervous, you can always resort to your notes. You may want to go to your instructor's office in pairs. This may help you be less nervous when you visit your instructor for the first time.

Lia Kamhi-Stein

SPEECH PREPARATION FORM

OBJECTIVE: To help students become confident when they make oral presentations.

RATIONALE: Students need to get practice in making oral presentations and the study group provides the perfect environment to help students get practice.

PROCEDURES:

1. Pass out copies of the speech preparation form.
2. Have students notice the similarities between the "message section in the speech preparation form and the peer feedback form.
3. Have students discuss the guidelines for speech delivery.
4. As a follow-up activity, have students summarize a section in their textbook. The following class, students are asked to present their summaries to the rest of the students in the study group. (To evaluate the different speeches, students will use the speech evaluation form).

Instructions: The questions and ideas below will help you evaluate and revise your oral summary before you present it in class. If the answer to one/some of the questions is no, revise your oral summary/essay and make the necessary changes.

	The Message:	YES	NO
1.	Does your message have a clear purpose?		
2.	Is your message supported with examples or references?		
3.	Is your message clearly introduced?		
4.	Does your message have an effective conclusion?		

Guidelines for Speech Delivery:

1. You should be concerned about the topic you are presenting.
2. You should be in touch with your audience.
3. You should be well prepared for your presentation.
4. You should not read.
5. You should make eye contact with the audience.

6. Your voice should be conversational.
7. Your delivery speed should be controlled.
8. Your body should be alert and nondistracting.
9. Your face should be expressive.
10. Your language should be clear.

What do you think are the strengths of the speech you are preparing ______________________________
____
____
____

What do you think you need to improve? ______________
____
____
____

[Adapted from: Gronbeck et al. (1988) Principles of Speech Communication].

Awareness Question:

1. How did the speech preparation form help you prepare for your presentation?

Lia Kamhi-Stein

SPEECH EVALUATION FORM

OBJECTIVE: To help students analyze and assess their classmates' speeches.

RATIONALE: This activity helps students become critical listeners.

PROCEDURES:

1. Pass out copies of the speech evaluation form.
2. Have students discuss what they are being asked in each of the questions.
3. Have students share their speeches with the rest of the students in the study group. Have students use the speech evaluation form and assess the speeches.

IMPORTANT: The speech evaluation form is meant to be used after a "sense of community" has been established in the study group. Also, this activity can be conducted after students have learned how to prepare a good summary and before students engage in summary writing.

The speech evaluation form will help you assess your classmates' oral presentations in the context of the study group. Working in groups, analyze your classmates' presentations, identify areas of strength and suggest possible improvements.

	The Message	YES	NO
1.	Did the presentation have a clear purpose?	____	____
2.	Was the presentation supported with examples or references?	____	____
3.	Was the presentation clearly introduced?	____	____
4.	Was the presentation concluded effectively?	____	____
5.	Did the listeners get a "clear picture" of the topic presented?	____	____
6.	Was the language used by the presenter clear? Did s/he explain unclear terminology?	____	____
7.	Did the speaker address his/her audience by looking at them?	____	____
8.	Was the delivery speed controlled?	____	____

Strengths of this speech:____

____

Possible improvements:____

____

[Adapted from: Gronbeck et al. (1988) Principles of Speech Communication].

Awareness Question:

To the presenter:

1. How can the speech evaluation that you or your classmates conducted help you improve your future presentations?

Lia Kamhi-Stein

ENHANCING NOTE-TAKING SKILLS THROUGH TRAINING AND EVALUATION

OBJECTIVE: To make students aware of their note-taking strategies. To have students analyze and evaluate their classmates' note-taking strategies.

RATIONALE: Note-taking is a study aid that allows students to record information to be remembered for a test or ideas to be presented in a speech or a writing assignment.

PROCEDURES:

Follow the instructions on the handout.

IMPORTANT: Have students engage in Activity 3 on a regular basis (5 minutes only). In this way, students will be given ample opportunities to enhance their note-taking skills.

Instructions:

Activity 1: Have students discuss their note-taking strategies. Then, give students a copy of Figure 1, "Generic notetaking procedures" and have students decide whether there are differences between the strategies they use and those suggested in Figure 1.

Figure 1
Generic notetaking procedures

Date and label notes at the top of the page
Draw a margin and keep all running lecture notes to one side
Use other side for organization, summarizing, and labeling
Indent to show importance of ideas
Skip lines to indicate change of ideas
Leave space for elaboration and clarification
Use numbers, letters, and marks to indicate details
Be selective
Abbreviate when possible
Paraphrase
Use underlining, circling, and different colors of ink to show importance
Cover one side of notes to study

Activity 2: Have students complete Figure 2, "Assessment for NOTES." Then, have small groups share ideas and/or concerns.

Figure 2
Assessment for NOTES*

	Never	Sometimes	Always
Prelecture			
1. I read assignments and review notes before my classes.	N	S	A
2. I come to class with the necessary tools for taking notes (pen and ruled paper).	N	S	A
3. I sit near the front of the class.	N	S	A
4. My notes are organized by subjects in a looseleaf notebook.	N	S	A
5. I have a definite notetaking strategy.	N	S	A
6. I adapt my notetaking for different classes.	N	S	A
Lecture			
1. I use my pen in notetaking.	N	S	A
2. I use only one side of the page in taking notes.	N	S	A
3. I date each day's notes.	N	S	A
4. I use my own words in writing notes.	N	S	A
5. I use abbreviations whenever possible.	N	S	A
6. My handwriting is legible for study at a later date.	N	S	A
7. I can identify the main ideas in a lecture.	N	S	A
8. I can identify details and examples for main ideas.	N	S	A
9. I indent examples and details under main ideas to show their relationship.	N	S	A
10. I leave enough space to resolve confusing ideas in the lecture.	N	S	A
11. I ask questions to clarify confusing points in the lecture.	N	S	A
12. I record the questions my classmates ask the lecturer.	N	S	A
13. I am aware of instructor signals for important information.	N	S	A
14. I can tell the difference between lecture and nonrelated anecdote.	N	S	A
15. I take notes until my instructor dismisses class.	N	S	A
Postlecture			
1. My notes represent the entire lecture.	N	S	A
2. I review my notes immediately after class to make sure that they contain all the important points of the lecture and are legible.	N	S	A
3. I underline important words and phrases in my notes.	N	S	A
4. I reduce my notes to jottings and cues for studying at a later date.	N	S	A
5. I summarize the concepts and principles from each lecture in a paragraph.	N	S	A
6. I recite from the jottings and cues in the recall column on a weekly basis.	N	S	A
7. I use my notes to draw up practice questions in preparation for examinations.	N	S	A
8. I ask classmates for help in understanding confusing points in the lecture.	N	S	A
9. I use my notes to find ideas that need further explanation.	N	S	A
10. I am completely satisfied with my notetaking in my courses.	N	S	A
11. I can understand my notes when I study them later.	N	S	A
12. I use the reading assignment to clarify ideas from the lecture.	N	S	A

*NOTES: Notetaking Observation, Training, and Evaluation Scales (Stahl & King, 1984).

Activity 3: Have students go over Figure 3, "Notes Evaluation Criteria." Then, have students work in dyads and exchange classroom notes. By looking at Figure 3, "Notes Evaluation Criteria," students will: 1) analyze their classmates' lecture notes and, 2) complete Figure 4, "NOTES Record Sheet." Furthermore, students will provide peer feedback.

Figure 3
NOTES evaluation criteria

	Value points and descriptors of notetaking habits				
Format	**4**	**3**	**2**	**1**	**0**
Use of ink	I use pen consistently.		I use pen and pencil.	I use pencil.	
Handwriting	Others can read my notes.		Only I can read my notes.	I can't read my notes.	
Notebook	I use a looseleaf binder.		I use a spiral notebook.	I don't use a notebook.	
Use of page	I leave enough space for editing.		I leave some space for editing.	My notes cover the page.	
Organization	**4**	**3**	**2**	**1**	**0**
Headings	I use new headings for each main idea.		I use headings inconsistently.	I don't use headings for changes in main ideas.	
Subtopics	I group subtopics under headings.		I don't indent subtopics under headings.	My subtopics are not grouped.	
Recall column	I use cue words and symbols to make practice questions.		I use cue words in a recall column.	I do not use a recall column.	
Abbreviation	I abbreviate whenever possible.		I use some abbreviation.	I don't abbreviate.	
Summaries	I summarize lectures in writing.		I write a list of summary lecture topics.	I don't summarize.	
Meaning	**4**	**3**	**2**	**1**	**0**
Main points	I identify main points with symbols and underlining.		I list main points.	I don't list main points.	
Supporting details	I show the relationships between main ideas and details.		My notes list details.	I don't list details.	
Examples	I list examples under main points.		I list some examples.	I don't record examples.	
Restatement	I use my own words.		I use some of my own words.	I use none of my own words.	

Figure 4
NOTES record sheet

Format Use of ink											
Handwriting											
Notebook											
Use of page											
											Format totals
Organization Headings											
Subtopics											
Recall cues											
Abbreviation											
Summaries											
											Organization totals
Meaning Main points											
Supporting details											
Examples											
Restatement											
											Meaning totals
Totals											**Evaluation totals**
Evaluator and date											

Students should be given ample opportunities to engage in Activities 1, 2, & 3. However, the activities should also be adapted to the students' needs and your time constraints. For the purposes of practicality, you may need to make some changes.

[Adapted from N. Stahl, J. King, and W. Henk, (1991). Enhancing students' notetaking through training and evaluation. Journal of Reading, 34, (614-622.)]

Library Assignment
Psychology 150, Dr. Romero
GA: Lisa Rose

LIBRARY ASSIGNMENT

Journals are the trade magazines of such professions as psychology, sociology, biology, etc... Most new ideas and research in these fields are reported in journal articles. Journals can be published more quickly than books so their information is usually more current. Getting an article published in a prestigious journal usually does more to enhance a psychologist's professional status than writing a book does.

Most journal articles are written in the language of research and have sections such as: INTRODUCTION (which includes statement of problem and descriptions of prior research). METHOD (which describes the current study). RESULTS (describing what was found, often statistically), DISCUSSION (an interpretation of the results), SUMMARY/CONCLUSIONS (optional), and REFERENCES (all other people's work that went into developing the study). As well, an ABSTRACT is written, which is a one-paragraph summary of the article, so that others may know before going to the trouble of finding and reading the article whether it will be of use to them.

I. - Psychological Abstracts

Abstracts (or summaries) of thousands of journal articles are kept in the large red Psychological Abstract volumes on the first floor of the library, near the information desk. The SUBJECT INDEX allows you to look up abstracts by topic. The AUTHOR INDEX allows you to look up abstracts by author. The ABSTRACT volumes themselves allow you to find abstracts referenced by the subject or author indexes.

1. Using the SUBJECT INDEX for any year, find a topic that sounds interesting to you. Find an article under this subject that also looks interesting. Write down the abstract number of the article, author's name(s), publication date, article title, journal name, volume number, and page numbers of the article.

2. Using the ABSTRACT volumes for the same year, find the actual abstract using the abstract number. Count and write down how many lines are contained in the abstract. Note how many pages are contained in the actual article. Does the abstract save you time in getting a rough feel for what the article is about?

3. Next, use the AUTHOR index of any year to find another article by the same author. Again, write down the author's name(s), publication date of the second article, article title, journal name, volume number, and page numbers. If you cannot find another article by the same author, try using the author indexes for other years. If you still can't find one, try looking up articles by co-authors if there are any. If even that doesn't work, go back to the subject index for another article on your topic and use that as your second article.

II. - Finding Journals

Most journals in the library are kept in bound covers on the bookshelves of the second floor. They are mostly arranged alphabetically by journal title. Some are kept behind the periodicals desk.

4. Wander through the stacks on the second floor, looking at the titles and years of the various journals kept there until you get a feel for how they are arranged.

5. Next, find one that has the word "psychology" (or "psychologist", "psychological", etc...) somewhere in its title. Pull a volume of this journal off the shelf. Thumb through it to get a feel for what the articles look like.

6. Find an article in the volume that looks interesting to you. Write down the author's name(s), publication date, article title, journal name, volume number, and page numbers.

III. - The APA Monitor

The APA Monitor is a useful special journal that is more like a newspaper. It contains news about psychology, editorials, advertising, information about schools, job listings, and other things. It does not contain much technical research. Copies of the APA Monitor are available on the top shelf of the bookcase at the beginning of the A section of the journals on the second floor.

7. Obtain a copy of the APA Monitor. Locate the "Position Openings" section. Find job listings for four different types of psychologists. For each job listing write down:
    a. the type of psychologist desired
    b. the job responsibilities
    c. the educational (and any other) requirements
    d. any other important things about the job (such as salary, if it is listed)

PART IV

HISTORY 202B

United States Civilization
Professor Carole Srole

History 202B - Winter 1992: An Overview

History 202B - United States Civilization, a required lower division general education course, introduces students to the social, economic, political, cultural, and intellectual history of the United States from the Civil War to the present. My goals for this course cover three general areas: content, philosophy of history, and analytical and study skills.

History 202B during Winter Quarter 1992 was composed of thirty-five students. The class population included primarily Latinos, a handful of Asian-Americans, two international students, two older African-American women, and students of several other ethnic groups. Like most general education classes at CSLA, the students skill levels varied considerably.

Content Goals

1. To enable students to read the newspaper and understand historical references and assumptions. To do so, they must acquire an overview of American history:
    a. Chronology
    b. Major Transformations (although specific topics shift as historical interest changes) such as:
        1) Development and implications of the corporate economy.
        2) Rise and fall of the Democratic party coalition.
        3) Development of race and ethnic relations.
        4) Rise and fall of the Cold War.
        5) Rise of consciousness about race, ethnicity, and gender.
2. To assist students in recognizing and understanding the implications of a much smaller number of specific events and terms, particularly recent U.S. history, such as "Munich", "Watergate".
3. To challenge some commonly-held beliefs, which also change frequently. Five examples are listed below:
    a. **Belief:** Previous groups of first generation immigrants learned English and climbed the economic ladder to success;

Challenge: the first generation maintained strong psychological connections with their country of origin and "success" varied depending upon many factors.

- b. **Belief:** Communists were misguided.
  Challenge: They were one solution to America's economic and social problems, particularly in the 1930's and 1940's.

- c. **Belief:** The federal government grew because of the welfare state.
  Challenge: It grew to support the corporate economy, challenge the corporate economy, and pay for wars.

- d. **Belief:** Labor unions are unnecessary oxymorons.
  Challenge: They grew to provide power and protections for workers.

- e. **Belief:** If we learn the lessons of the last war, we can avoid future wars.
  Challenge: Although conditions do not reflect the previous war, the discourse does.

4. To teach students greater awareness of the "roots" of common American beliefs, such as:

   - a. **"Domestic" Beliefs:** efficiency, progress, individualism, science and technological solutions to the world's problems.

   - b. **Beliefs about the U.S. and the world:** U.S. foreign policy based on idealism, rather than politics; American "innocence," U.S. sympathy for the "underdog."

5. To demonstrate that History includes more than the study of the national government. Although important, national politics makes sense only in the context of social, economic, and other political practices and discourses.

Philosophy of History Goals

1. Definitions and Practices of History

   - a. History is interpretation, not a series of unconnected or even connected facts.

   - b. History is not linear - a march toward progress. For example, the women's rights movement from the 1840's to the 1920's championed women professionals. But with the movement's decline, smaller percentages of women moved into these occupations. Not until 1970, did the percentages of women professionals match those of the 1920's.

2. Contextualizing the Past

   - a. Today's values, government policies, social practices, etc. make more sense with an understanding of history.

b. Although appearing timeless, many contemporary beliefs have historical roots.

c. Although today's values seem reasonable to us, in the future, they will seem uncommon, unnatural, and maybe even stupid. So too, if we lived in the past, we would not hold today's values. People in the past were not stupid, but their world made sense to them. For example, certain past racist and sexist ideas, which seem horrendous to us now, fit within the world view of their proponents.

d. People living in U.S. at a specific time share certain common ways of looking at the world, but their experiences vary by race, class, ethnicity, gender, geography, age, etc. For example, although all Americans shared some experiences during the Great Depression, they varied by group: white women were scapegoats, but found jobs; Mexican-American men and women were deported; and unemployed men felt shamed.

3. Uses of History

a. We make history and are made by history.

b. Like professional historians, students can learn to interpret the past and enjoy the process of analyzing it.

Analytical and Study Skills Goals

1. I strive to teach students skills necessary to succeed in my classes and in the university. To teach the following skills requires explicit disclosure and labelling:

a. Structure of reading, lectures, and their own writing

1. Thesis
2. Essay development

b. Useful note-taking strategies on chapters and lectures

c. Listing, reorganizing, and combining facts including:

1. gathering information - list making
2. moving both from general to specific and specific to general
3. common categories for reorganization (such as social, economic, and political)

2. Since students must learn how to make reasoned judgements on academic subject matter, I try to teach them how to evaluate conflicting evidence:

a. Each essay question (just like a decision at work) has more than one right answer, although the possibilities are not unlimited.

b. Without all or most of the data, even a brilliantly argued exam will be flawed. The first step requires gathering and listing the relevant information.

c. A good essay accounts for conflicting evidence, rather than ignoring it.

3. I attempt to move all students (the stronger as well as the weaker) to higher levels by teaching at more than one level at the same time.

Many of the innovations to my course were developed for the study group sections. I helped coordinate the study group activities by suggesting which analytical skills should receive attention and when. Since I knew the typical problems students encountered and when they might be ready to solve them, I could influence the pace of the study group's progress. We tried to focus on activities that would build upon the previous exercises so students mastered progressively more sophisticated skills. This coordination strengthened our program. For the entire class, I continued to employ many of the exercises developed years before, a few of which are included here. However, I did make a number of changes in my course during the winter quarter Project LEAP experiment. And in spring quarter, I tried out some other more innovative teaching strategies. I have also inserted some untried ideas, as well.

Examinations

The most important innovation, **examination instructions**, disclosed the hidden tasks required for good grades. Since I assign take-home essay questions, students must anticipate problems and questions before they actually begin to work on the exam. (Term paper assignments, too, share this problem.) Procrastination and fear of asking questions further accentuate the problem. However, even in-class exams confuse students. To minimize student confusion, I avoided using vague terms, like "discuss," "describe," and "analyze." I also provided specific instructions revealing how to go about answering the question, which broke down the required, but implied, tasks into comprehensible and manageable steps. (See History 202B: Short Essay Assignment which follows)

After passing out the exam in class, I always **model possible answers on the blackboard.** I show students how to gather information (something we have already practiced in class in other exercises), the expected form (thesis in the introduction etc.), possible theses, and the organization of two different potential answers.

Before returning exams, I discuss typical problems and solutions. We sometimes do exercises to help students understand a common problem. Upon returning examinations, I always invite students to my office to read the "A" examinations, so they will understand the characteristics of an excellent paper. When I meet with the students individually, I highlight constructions such as transitional sentences or paragraphs which the best papers use. I help students find their three most common writing problems (often transitions, topic sentences, and passives) and advise them ways to concentrate on improving their writing in these areas.

Reading

The major goal is to help students learn how to read their texts so that they can distinguish the thesis from supporting details. Assignments to find the thesis of the lectures and exams reinforce this goal. In the study group, students spend a few days delineating the structure of the textbook. I provided a much shorter survey for a group of students after class. Assignments assist all students in understanding the structure of the texts.

a. On the first day of class, I give students a photocopy of the first page of chapter 1 of the textbook and ask them to find the **thesis** of the first chapter.

b. They receive a hand-out on **How to Take Good Notes**; while going over the hand-out in class, I present a variety of ways to take notes, particularly outlines and flow-charts. (See How to Take Good Notes) I stress repeatedly that they must learn to find the thesis and distinguish the major ideas from the supporting evidence.

c. I model how I "outlined" a section of the text in the margins as I read. (One could also show students how to convert this to an outline.) (See How to Outline in the Margins).

d. The note-taking assignment introduces the idea that all academic reading deserves note-taking. Although few students regularly take notes on reading, some will begin to during quarter and will hopefully continue this practice in their other classes as well. To practice these skills, I assign students to read the first chapter and turn in notes on the reading by the next session of class. They receive credit for writing and labelling a thesis on the top of their notes and finding the correct thesis, form, and content.

Because of Project LEAP, I began to teach the **structure of the assigned reading**, (which I had done years ago) but much less consciously. For the History 202B class, I break students into groups to discuss a chapter they read at home:

a. I ask them to read the introduction and conclusion to find possible thesis sentences;

b. I then have them locate each major chapter division and the thesis of each division; and

c. Using this information and the title of the chapters, they can now spot the correct thesis and its supporting evidence. I repeat this assignment a few times during the quarter both on chapters that they have and have not yet read. Previewing the chapter this way shows students how to give form and structure to what can look like a mass of unconnected information.

I have always provided **study questions and terms to identify** for each chapter, but I am unsure of their usefulness. The study group learned to take the "identifications" as short-cuts for gathering information for the exams. I prefer having students develop their own study questions, but I have not yet figured out a good way to do this for the History 202B class.

Lectures

Because of the Project LEAP's focus on language development, I made a number of significant changes in my lectures. The night before each class, I read over my lecture outlines looking for two types of words: "content" terms (terms that historians or other social scientists use) and "language" words (vocabulary that EOP and second language students might not know). I circled each word so that I would notice it during the lecture. If necessary, I wrote a short definition in the margins to remind myself. During the lecture, when I came upon "content" terms, I wrote them on the board and explained the history of their meaning. For example, in discussing the "Red Scare", I explained the historical association of the word "red" with radicals and revolution, rather than just describing the "Red Scare" itself. When I used a "language" word in lecture that I felt the students might not know, I gave a synonym in a parenthetical phrase after the original word. For example, I would say that "immigrants tried to reconstitute or remake their old world culture."

These changes, however, are insufficient. I would like students to tell me which words they do not know, although I know from my own experience as a student that when they do not understand the meaning of a word, they fear asking, and then suffer the consequences. Unfortunately, only a few students will risk displaying their ignorance by asking for a definition. The study group, however, kept lists of "content" and "language" words from lectures and reading. One idea is to keep a "vocabulary" box to provide anonymity, but I am not sure of the details of implementing such an activity.

To help students follow the lectures better, I always write an outline on the board and refer to it throughout the lecture, especially as I move between its major sections. I also restate part of the thesis as I begin and end a major section of the lecture. In addition, I have added a daily agenda on the blackboard, which gives an overview of the day's class structure. It also discloses how many activities are planned for the day.

Discussions

Student discussion occurs primarily in cooperative learning groups of four or five students. Once the students choose their group, they spend fifteen to twenty minutes "group-building." They meet each other and talk about their own lives without having to worry that they will say something stupid about course content. These groups often become the basis for exam study groups, as well as for developing friendships. The groups also promote a more comfortable atmosphere in the classroom since all students know someone in the class.

Cooperative learning groups especially aid second language and EOP students in the following ways:

a. Students are more willingly talk among themselves than in front of the class as a whole.

b. They help each other understand the material.

c. They have a support network which makes it easier for each of them to ask me questions or even talk to me when I visit each group.

I try to prepare and conduct a cooperative learning activity for each lecture, although sometimes I run out of time. Most activities take about 20-30 minutes, some much longer. In my experience approximately 95% of the students actively participate in the cooperative learning groups. The exercises teach skills needed for the class as well as for history content. Each builds upon the next, so that the skills become progressively more complicated.

One type of cooperative learning activity requires list making. Since students should collect all of the appropriate information before analyzing it, I give students practice making lists. (See "List Making Exercise") Another activity teaches students to group specific items into more general categories, a process that many students find difficult. For example, although students can explain that the Sherman Anti-Trust Act sought to break up monopolies and the Pure Food and Drug Act regulated foods and drugs, they do not realize that both are examples of attempts to regulate business. Without moving from the specific to the general, students cannot write a topic sentence summarizing all of the types of Progressive Era government actions. In future quarters, I intend to assign students to write topic sentences using the general categories. (See "Categorization-Specific to General")

A third activity for the cooperative learning groups teaches students common categories for comparing and contrasting. Sometimes I ask the groups to develop the categories. Other times, the entire class lists the categories. For example, to compare and contrast the Knights of Labor (a nineteenth-century union) and the Populists (a nineteenth-century third political party), students examined membership, beliefs, tactics etc. (See "Compare and Contrast Exercise")

Student Outcomes

Students in the LEAP study group course performed exceptionally well. Study group students, who typically would have received "Ds", earned "Cs" even by the first exam. By the first exam, they learned to work together to gather information, the most important step in preparation for an examination. The strong B students in the study group, however, did not earn "As". The majority of the class who were not in the LEAP study group course also did well. Because of the study group, I spent more time with some of these other students. By reading the "A" exams, a number of these students moved from "Ds" and "Cs" on the first two exams to "Cs" and "Bs" on the final exam. Because of this improvement on the final, the grade differences between the study group students and other students not participating in the study group narrowed.

Professor Carole Srole

HISTORY 202B - SHORT ESSAY ASSIGNMENT

Due Tues. Jan. 21st

Based on lectures, Barrio Boy and "Ping Lee" handouts, and chapter 19 of Nash, answer the following question in a well-thought out essay:

Can we speak of an immigrant experience or must we speak of immigrant experiences? Were the experiences of different immigrants groups more similar than different, or more different than similar? (3+ typed pages)

In order to answer the question, make 2 lists:

1. Evidence that shows similar experiences.
2. Evidence that shows different experiences

Turn in the lists. (1 page - does not have to be typed)

There is no one specific right answer, although the evidence can be applied correctly or incorrectly. You have data to support both sides of the question, but you must decide which side is more convincing to you. To convince me of your choice, you must not ignore the evidence and arguments supporting the alternative positions.

Remember, all good papers have a thesis.

- Be general when you talk about immigrant experiences.
- Be specific when you discuss Galarza's family, for example.
- Use as many different kinds of examples to support your thesis as you can, but do not describe the examples. For example, when you mention the extended family, do not discuss each family member. You may assume that I have read the material and know the details of the examples.

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (The Random House Dictionary of the England Language, p. 1479) Since this is an exam, you may use ideas from all of the assigned readings without footnotes, but you may not copy the authors' exact words without footnotes. If you quote, write the authors last name and the page number in parentheses after the quote, for example (Nash, p. 400). But, do not change one or two words and call the sentence yours.

Please write your name on a separate cover sheet. Staple the pages together. No fancy binders, please.

How to Answer the Short Essay

1. Ask yourself what the questions requires. What must be included? What must be excluded? Try out some possible theses. Figure out possible ways to organize the paper.

2. Gather the following information.
    a. Look over the lecture(s) and write down all of the useful categories of information, such as extended family.
    b. As you read Barrio Boy and "Ping Lee," compare their experiences to the categories in the lectures.
    c. Finally, look over chapter 19 for examples of different and similar immigrant experiences.

3. You should have a relatively long list, 20 to 25 or more items.
    a. You may have to group the items into categories. For example, all of the information on families may go in a single category and may end up in one paragraph.

4. Now, you have to decide whether you think immigrant experiences were more different or more similar. Your answer will be your thesis.

5. Outline your paper.
    a. State your thesis in the introductory paragraph.
    b. In the next few paragraphs present your evidence on either the similarities or the differences. In the last few paragraphs discuss the other side.
    c. Restate your thesis in the concluding paragraph.

6. Does your outline organize your evidence to support your thesis?

7. Write the paper.

8. Edit it.
    a. Write an outline from your paper. Did your paper follow from your original outline? Did it still answer the question?
    b. Make sure that you have your thesis in the introduction, conclusion, and the beginning of each of the two major section of your paper.
    c. Check the topic sentence in each paragraph to see if it, in fact, does introduce the remainder of the paragraph.
    d. Check for errors - grammar, spelling, etc. Be on alert for the mistakes that you commonly make.

Professor Carole Srole

HOW TO TAKE GOOD NOTES

A. From Lectures

1. Label with the title of the lecture, not just the date.

2. Leave space at top of the page for the thesis.

3. Write T in margin, when you find the thesis.

4. Indent to distinguish and separate big issues from examples or supporting points.
    a. Outline, but do not worry about roman numerals or following perfect form.
    b. You may use an abbreviated flow chart.

5. If you fall behind, skip space and write an * to remind you to ask someone what you missed.

6. Summarize ideas - do not try to copy sentences verbatim.
    a. Think while listening.
    b. Abbreviate.
        1. Make up abbreviations- &, w/i, imp., CW = Civil War; AA = African Americans; TR = Theodore Roosevelt; WWII = World War II; wm = women etc.
        2. Skip certain parts of speech, like articles.
        3. Use word beginnings: for introduction.

7. Star important points embedded in the lecture.

8. Within 12 hours of the lecture, reread notes to make sure that they make sense; at that point, you can remember the lecture and fix up your notes. Days later, you will have forgotten what the lecturer said. Write out the thesis in complete sentences at the top of the first page.

B. From Reading

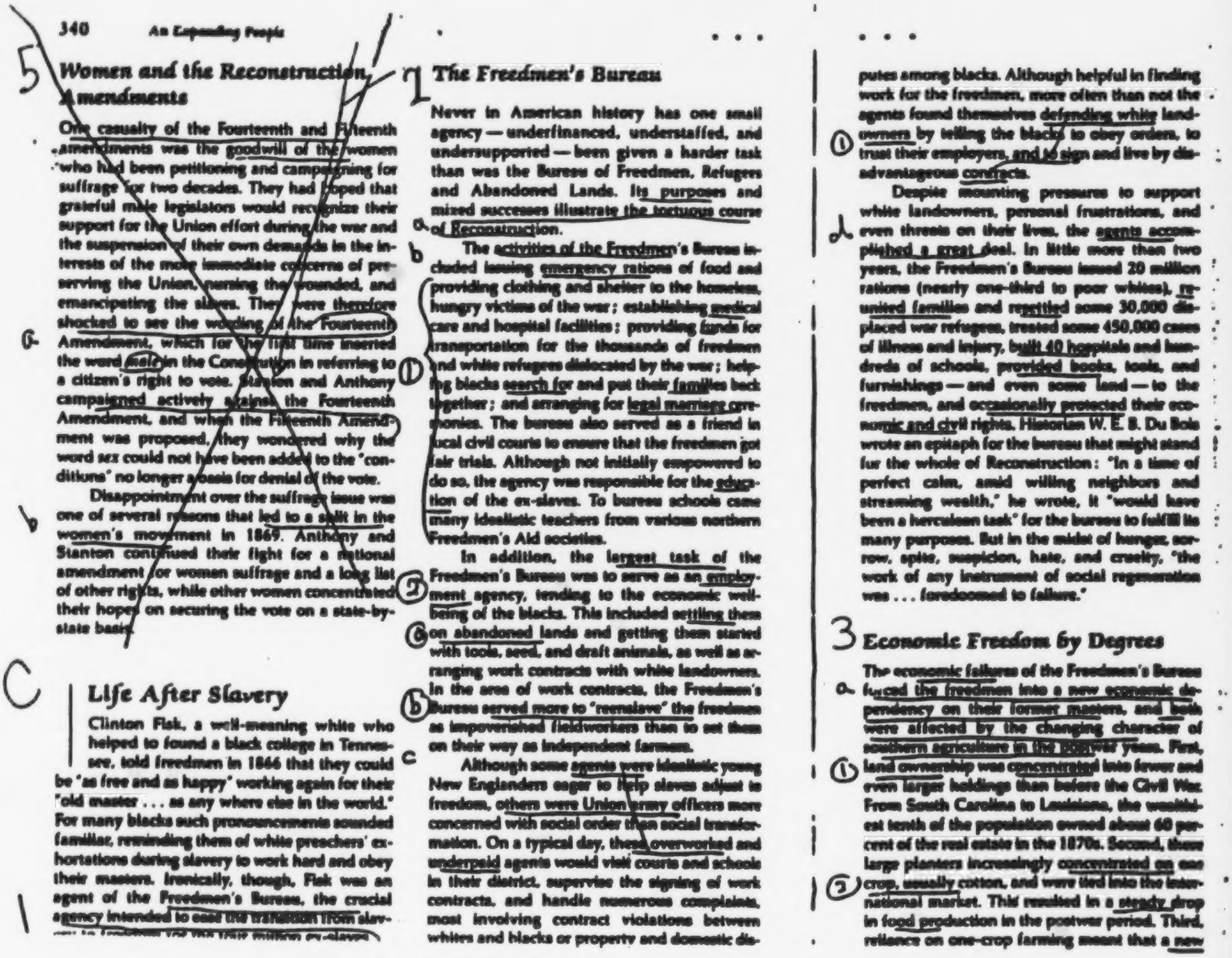
1. Secondary Sources
    a. Locate the thesis and write it on the top of the page.
    b. Notice how the chapter or article is organized.
    c. Summarize in outline or abbreviated flow chart form the major issues covered in each chapter.
        1. Stop after each section to summarize the main points. Do not wait until the end of the chapter to summarize it.
    d. Allow about 2 sides of a page per chapter.
    e. Keep a separate sheet of identification (ids) terms.

2. Primary Sources (Barrio Boy and Ping Lee (handouts), How the Other Half Lives and Coming of Age in Mississippi)
    a. At end of each chapter, summarize in one sentence the events of that chapter.

b. More importantly, make lists on topics (i.e.,education, work, relationships with parents, with other ethnic/racial groups etc.) See study sheet on Barrio Boy for an example of topics; and notes on Ping Lee for example of primary source note-taking.

Professor Carole Srole

HOW TO OUTLINE IN THE MARGINS



5

~~Women and the Reconstruction Amendments~~

~~One casualty of the Fourteenth and Fifteenth Amendments was the goodwill of the women who had been petitioning and campaigning for suffrage for two decades. They had hoped that grateful male legislators would recognize their support for the Union effort during the war and the suspension of their own demands in the interests of the more immediate concerns of preserving the Union, nursing the wounded, and emancipating the slaves. They were therefore shocked to see the wording of the Fourteenth~~ a ~~Amendment, which for the first time inserted the word *male* in the Constitution in referring to a citizen's right to vote. Stanton and Anthony campaigned actively against the Fourteenth Amendment, and when the Fifteenth Amendment was proposed, they wondered why the word *sex* could not have been added to the "conditions" no longer a basis for denial of the vote.~~

b ~~Disappointment over the suffrage issue was one of several reasons that led to a split in the women's movement in 1869. Anthony and Stanton continued their fight for a national amendment for women suffrage and a long list of other rights, while other women concentrated their hopes on securing the vote on a state-by-state basis.~~

C

Life After Slavery

Clinton Fisk, a well-meaning white who helped to found a black college in Tennessee, told freedmen in 1866 that they could be "as free and as happy" working again for their "old master . . . as any where else in the world." For many blacks such pronouncements sounded familiar, reminding them of white preachers' exhortations during slavery to work hard and obey their masters. Ironically, though, Fisk was an 1 agent of the Freedmen's Bureau, the crucial agency intended to ease the transition from slavery to freedom for the four million ex-slaves.

• • •

1

The Freedmen's Bureau

Never in American history has one small agency — underfinanced, understaffed, and undersupported — been given a harder task than was the Bureau of Freedmen, Refugees and Abandoned Lands. Its purposes and mixed successes illustrate the tortuous course a of Reconstruction.

b The activities of the Freedmen's Bureau included issuing emergency rations of food and providing clothing and shelter to the homeless, hungry victims of the war; establishing medical care and hospital facilities; providing funds for transportation for the thousands of freedmen ① and white refugees dislocated by the war; helping blacks search for and put their families back together; and arranging for legal marriage ceremonies. The bureau also served as a friend in local civil courts to ensure that the freedmen got fair trials. Although not initially empowered to do so, the agency was responsible for the education of the ex-slaves. To bureau schools came many idealistic teachers from various northern Freedmen's Aid societies.

In addition, the largest task of the ② Freedmen's Bureau was to serve as an employment agency, tending to the economic well-being of the blacks. This included settling them ⓐ on abandoned lands and getting them started with tools, seed, and draft animals, as well as arranging work contracts with white landowners. In the area of work contracts, the Freedmen's ⓑ Bureau served more to "reenslave" the freedmen as impoverished fieldworkers than to set them on their way as independent farmers.

c Although some agents were idealistic young New Englanders eager to help slaves adjust to freedom, others were Union army officers more concerned with social order than social transformation. On a typical day, these overworked and underpaid agents would visit courts and schools in their district, supervise the signing of work contracts, and handle numerous complaints, most involving contract violations between whites and blacks or property and domestic disputes among blacks. Although helpful in finding work for the freedmen, more often than not the agents found themselves defending white land- ① owners by telling the blacks to obey orders, to trust their employers, and to sign and live by disadvantageous contracts.

• • •

Despite mounting pressures to support white landowners, personal frustrations, and d even threats on their lives, the agents accomplished a great deal. In little more than two years, the Freedmen's Bureau issued 20 million rations (nearly one-third to poor whites), reunited families and resettled some 30,000 displaced war refugees, treated some 450,000 cases of illness and injury, built 40 hospitals and hundreds of schools, provided books, tools, and furnishings — and even some land — to the freedmen, and occasionally protected their economic and civil rights. Historian W. E. B. Du Bois wrote an epitaph for the bureau that might stand for the whole of Reconstruction: "In a time of perfect calm, amid willing neighbors and streaming wealth," he wrote, it "would have been a herculean task" for the bureau to fulfill its many purposes. But in the midst of hunger, sorrow, spite, suspicion, hate, and cruelty, "the work of any instrument of social regeneration was . . . foredoomed to failure."

3

Economic Freedom by Degrees

The economic failures of the Freedmen's Bureau a forced the freedmen into a new economic dependency on their former masters, and both were affected by the changing character of southern agriculture in the postwar years. First, ① land ownership was concentrated into fewer and even larger holdings than before the Civil War. From South Carolina to Louisiana, the wealthiest tenth of the population owned about 60 percent of the real estate in the 1870s. Second, these large planters increasingly concentrated on one ② crop, usually cotton, and were tied into the international market. This resulted in a steady drop in food production in the postwar period. Third, reliance on one-crop farming meant that a new

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LIST MAKING EXERCISE

Reconstruction

To answer a complicated question, you first need to compile all of the relevant information. Eventually you will answer: Was the Civil War and Reconstruction Era a watershed in the South? Why or why not?

A. List all of the evidence that shows change. List all of the evidence that shows continuity.

	Change	Continuity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Professor Carole Srole

CATEGORIZATION - SPECIFIC TO GENERAL
Progressive Legislation

Using the list of federal and state legislation (Nash and Jeffrey, 1st ed., p. 721 - handout), group the legislation and answer the following questions.

A. Categorize Legislation

1.

2.

3.

4.

5.

6. Misc:

B. Compare and contrast the above legislation to Gilded Age legislation.

1. What is similar?
   a.

   b.

   c.

2. What is different?
   a.

   b.

   c.

   d.

   e.

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COMPARE AND CONTRAST EXERCISE:

Populists and Knights of Labor

1. First assign the class to make a list of the criteria for comparing and contrasting the Populists and Knights of Labor.

2. If they have compiled good lists, then have them compare the Knights of Labor and Populists. If there is not enough time,give the class a generalized list of criteria that may apply to this question, but also could apply to comparisons of other movements or organizations.

	K of L	Populists
1. Who - Membership class occupation sex age region race nativity ethnicity		
2. What Values/Ideology		
Goals		
Structure of Organization		
Image they projected		
3. How Tactics		
4. When		
5. Results (Impact) Short term		
Long term		

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History 202B: U.S. Civilization

Copies of all books are available at the student store. Moody is on limited loan at the Circulation desk of the north wing of the John F. Kennedy Library.

Course Requirements:

Students are expected to read all of the assignments and attend all of the lectures. Missed classes and frequent tardies will be penalized.

There will be a short essay worth 12.5% of the grade due at the 5th session. It should be 3 pages long (plus a 1 page list). Midterm questions will be passed out on Tuesday, Feb. 4th and due one week later on Tuesday, Feb. 11th. The expected length is 5 to 7 double-spaced typed pages. The final should be 10 to 12 pages in length. It will be passed out on Tuesday, Mar. 10th and due on Thursday, Mar. 19th between 10:00 and 11:00 A.M. in my office. The midterm and final are worth 25% and 50% of the grade, respectively.

Every Tuesday, students are expected to turn in a 3" by 5" card summarizing in one or two sentences the thesis of one completed lecture from the preceding week. Theses cards on Riis and Moody are due on the discussion date. During the quarter, notes on reading will be assigned. See assignments for days that reading notes are due. The cards, notes, and class participation together will be worth 12.5% of the grade.

Required Reading:

1. Gary Nash and Julie Roy Jeffrey et al, The American People. vol 2, ed. 2., Brief Edition.
2. Jacob Riis, How the Other Half Lives.
3. Anne Moody, Coming of Age in Mississippi.
4. Miscellaneous handouts: especially Ernesto Galarza, Barrio Boy and Ping Lee.

Due Dates of Assignments:

Assignments	Date Due	Proportion of Grade	Length
Short Essay	1/21	12.5%	3 pages
Midterm	2/11	25	5-7 "
Final	3/19	50	10-12 "
3" by 5" Cards			1-2 sentences
Lecture Theses	Tues.	12.5	
Notes ch.17	1/9		1-2 pages
Notes on ch.22	1/28		"
Riis Card	2/4		1-2 sentences
Notes Riis	2/4		"
Moody Card	12/3		"
Class particip.	throughout		talk

Lectures and Assignments:

Lecture 1 - Tuesday, Jan. 7: Introduction: What is History?

Topic 1: The Transition to Corporate Capitalism.

Reconstruction

Lecture 2 - Thursday, Jan. 9: Reconstruction.

Nash, ch. 17= ☐ pp. 331-336, ☐ pp. 336-340, ☐ pp. 340-348.

TURN IN NOTES ON CH. 17.

The Gilded Age

Lecture 3 - Tuesday, Jan. 14: Development and Character of Corporate Capitalism.

Nash, ☐ pp. 351, ch. 19= ☐ pp. 370-374, ☐ pp. 374-378, ☐ pp. 378-380, ☐ pp. 380-383, ☐ pp. 384-390.

Lecture 4 - Thursday, Jan. 16: Immigration.

Nash, ch. 18= ☐ pp. 352-357, ☐ pp. 357-360, ☐ pp. 360-364, ☐ pp. 364-368.

PASS OUT SHORT ESSAY QUESTION

Lecture 5 - Tuesday, Jan. 21: Gilded Age Values.

Discussion on Handouts: Barrio Boy, ☐ pp. 15-27, ☐ pp. 33-41, ☐ pp. 45-46, ☐ pp. 51-59, ☐ pp. 62-71 and ☐"Ping Lee."

SHORT ESSAY DUE

Lecture 6 - Thursday, Jan. 23: Foreign Policy-Imperialism.

Nash, ch. 20= ☐ pp. 392-397, ☐ pp. 397-402, ☐ pp. 402-407.

Optional: Nash, ch. 21.

The Progressive Era

Lecture 7 - Tuesday, Jan. 28: Progressivism and a Clash of Cultures.

Nash, ☐ pp. 427, ch. 22= ☐ pp. 428-434, ☐ pp. 434-438, ☐ pp. 438-441, ☐ pp. 441-447, ☐ pp. 447-449.

TURN IN NOTES ON CH. 22. If student is excused from this assignment because of excellent work on Chapter 17 notes, he/she will be informed when Chapter 17 notes are graded.

Lecture 8 - Thursday, Jan. 30: Progressivism and Rise of Domestic Federal Power.

Lecture 9 - Tuesday, Feb. 4: Progressivism and Twentieth-Century Values and Origin of World War I.

Discussion on Riis, ☐ look at all pictures, ☐ skim Intro. and ☐ ch. 1; read chaps. ☐ 5, ☐ 8, ☐ 9, ☐ 11, ☐ 13-16, ☐ 19, ☐ 21, ☐ 23, ☐ 25; Nash, ch. 23 = ☐ pp. 453-457, ☐ pp. 463-468.

NOTES ON RIIS DUE (Keep a copy for yourself.)

CARD ON RIIS DUE.

TAKE-HOME MIDTERM PASSED OUT.

Topic 2: Modern America.

Lecture 10 - Thursday, Feb. 6: 1920s.

Nash, ch. 24, ☐ pp. 478-482, ☐ pp. 485-490 (remainder optional).

Lecture 11 - Tuesday, Feb. 11: 1920s Continued and The Depression.

TAKE-HOME MIDTERM DUE.

Topic 3: State Capitalism and World Power.

Lecture 12 - Thursday, Feb. 13: The New Deal.

Nash, ch. 25= ☐ pp. 492-496, ☐ pp. 496-502, ☐ pp. 502-507, ☐ pp. 507-509, ☐ pp. 509-511.

Lecture 13 - Tuesday, Feb. 18: New Deal Con't and Japanese-American Relocation.

Nash, ch. 26= ☐ pp. 513-518, ☐ pp. 518-522, ☐ pp. 522-526, ☐ pp. 526-533.

Lecture 14 - Thursday, Feb. 20: War at Home - Causes of World War II and movie, The Life and Times of Rosie, the Riveter.

Start reading Moody, Coming of Age in Mississippi.

Lecture 15 - Tuesday, Feb. 25: The Cold War at Home and Abroad.

Nash, ☐ pp. 535, ch. 27= ☐ pp. 536-539, ☐ pp. 539-541, ☐ pp. 541-544, ☐ pp. 544-549, 549-551, ☐ pp. 551-554; ch. 29 = ☐ pp. 586-587.

Optional: Nash, ch. 28, ☐ pp. 566-569.

Lecture 16 - Thursday, Feb. 27: Cold War at Home and Abroad Continued.

Nash, ch. 28, ☐ pp. 556-563, ☐ pp. 563-565.

Topic 4: Race, Reform, and Reaction.

Lecture 17 - Tuesday, Mar. 3: 1960s Civil Rights Movement(s): Development of a Mass Movement.

Nash, ch. 28 ☐ pp. 569-574; ch. 29 ☐ pp. 580-582.

Lecture 18 - Thursday, Mar. 5: Civil Rights to Militancy - The Sixties Socio-political Movements.

Nash, ch. 30, ☐ pp. 594-600, ☐ pp. 601-604, ☐ pp. 604-606, ☐ pp. 606-607, ☐ pp. 607-612.

Lecture 19 - Tuesday, Mar. 10: Civil Rights to Militancy - The Sixties Socio-political Movements Continued and Vietnam.

Nash, ch. 29. ☐ pp. 587-591, ☐ pp. 582; Discussion on Moody, all.

CARD ON MOODY DUE.

TAKE HOME FINAL EXAM PASSED OUT.

Lecture 20 - Thursday, Mar. 12: The 1970s and 1980s.

Nash, ch.29 = ☐ pp. 582-586; ch. 30 = ☐ pp. 600-601; pp. 591-592; ch. 31 (skim).

History 202B: Selected Exercises and Activities

- Textbook Overview
- Finding the Main Point
- Grammar Exercise: Verbs
- Writing Coherent Paragraphs #1
- Grammar Exercise: Relative Clauses #1
- Writing Good Definitions
- Grammar Exercise: Error Analysis #1
- Grammar Exercise: Error Analysis #2
- Paraphrasing and Summarizing
- Grammar Exercise: Error Analysis #3
- Identifying Cause and Effect
- Writing Coherent Paragraphs #2
- Adding Variety and Style to Academic Writing
- Grammar Exercise: Direct and Indirect Speech
- Grammar Exercise: Relative Clauses #2
- Identifying Causal Relationships
- Essay Checklist
- Model Essay: Cause and Effect
- Model Essay: Comparison and Contrast

Carole Srole
Anthony Bernier
Nick Zonen

TEXTBOOK OVERVIEW
History 202B

[Based on: The American People: Creating a Nation and a Society]

(This activity is currently designed as an oral exercise for use with the course textbook in the first class session. It could be revised into a worksheet for use as an individual or group exercise.)

Instructions; Survey your textbook and answer the following questions.

I. Detailed Table of Contents (pg. xi):

1. How many major parts ("major chunks") in text?

2. By just looking at titles of each part, what can you expect to learn (what kinds of information)?

3. In the part called "Indust. People 1865-1900" how may chapters are there?

4. Using each chapter title and its divisions from the table of contents as clues, speculate (figure out what each chapter is about?)

5. Now, scan/read p. 351, were your answers correct? If incorrect, how would you answer now?

6. Generally, how many divisions are there in each chapter that support the topic and thesis of each chapter?

II. Introduction to Chapters (chapter 17, for example)

1. How many parts are there to the introduction to chapter 17 on pg 331?

2. Read the first two paragraphs in each part.

   What is part one? (Chose one)
   a. important facts
   b. music to Rap song
   c. summary
   d. story

   What is part two? (chose one)
   a. important facts
   b. music to Rap tune
   c. summary
   d. story

   What two other things might you find in an introduction?

3. Read the entire second part of the introduction and write down the chapter's thesis and the chapter's themes.

III. Chapter Divisions and Sub-division Titles:

1. Why did authors use blue ink for chapter divisions?

2. About how many division titles are there in each chapter?

3. What is the first division title for chapter 17? Bittersweet..

4. How many sub-division titles are there in that division?

5. Why are there sub-divisions under each division heading?

IV. Sub-divisions (they follow form of 5-paragraph paper)

1. Turn to page 334. Read all the **topic sentences** the sub-division "Hopes Among Freedmen"

2. In a 5 paragraph paper, what important statement belong in the first paragraph?

3. What are the other parts in a 5 paragraph paper?

4. How many paragraphs are there in this sub-divisions?

5. What is the topic sentence in paragraph 2? What evidence supports the topic sentence in paragraph 2?

6. What is the topic sentence in paragraph 5? What evidence supports the topic sentence in paragraph 3?

V. Conclusion

1. What kind of information do you expect in the concluding division of a textbook chapter?

2. Do you expect the conclusion to provide new information?

3. Is the conclusion more similar to the introduction or the body of the chapter? Why?

VI. Other Elements of a Textbook: Timelines, Charts, Maps

1. What are two purposes of a timeline?

2. What kinds of information are contained in charts?

3. How are maps useful reading aids?

Nick Zonen

FINDING THE MAIN POINT

Instructions: Paragraphs and essays as a whole have main points or ideas that the author wishes to develop or discuss. If the main idea is not clearly presented, the reader will not know what he is supposed to get from the reading. In the following exercise, identify the author's main idea and any supporting details.

1. Identify the main point by underlining once. Identify supporting details by underlining twice.

Economic Freedom by Degrees

The economic failures of the Freedman's Bureau forced the freedmen into a new economic dependency on their former masters, and both were affected by the changing character of southern agriculture in the postwar years. First, land ownership was concentrated into fewer and even larger holdings than before the Civil War. From South Carolina to Louisiana, the wealthiest tenth of the population owned about 60 percent of the real estate in the 1870s. Second, these large planters increasingly concentrated on one crop, usually cotton, and were tied into the international market. This resulted in a steady drop in food production in the postwar period. Third, reliance on one-crop farming meant that a new credit system emerged whereby most farmers, black and white, depended on local merchants for renting seed, farm implements and animals, provisions, housing, and land. These changes affected race relations and class tensions among whites.

2. State, in your own words, the main point or thesis of the following paragraph.

Black Self-Help Institutions

It was clear to many black leaders that since white institutions could not fulfill the promises of emancipation, black freedmen would have to do it themselves. Fortunately, the tradition of black community self-help survived in the organized churches and schools of the antebellum free Negro Baptist church grew from 150,000 members in 1850 to 500,000 in 1870. The various branches of the African Methodist Episcopal church increased fourfold in the decade after the Civil War, from 100,000 to over 400,000 members.

3. State the main thrust of the following excerpt. What are the examples that illustrate the main idea?

Violence and "Redemption"

Democrats used racial violence, intimidation, and coercion to restore their power. The Ku Klux Klan was only one of several secret organizations that used force and violence against black and white Republicans. The cases of North Carolina and Mississippi are representative in showing how conservative Democrats were able to regain control.

After losing a close election in North Carolina in 1868, conservatives waged a concentrated campaign of terror in several counties in the piedmont area. If the Democrats could win these counties in 1870, they would most likely win statewide. In the year prior to the election , several prominent Republicans were killed, including a white state senator, whose throat was cut, and a leading black Union League organizer, who was hanged in the courthouse square with a sign pinned to his breast: "Beware, ye guilty, both white and black." Scores of citizens were flogged, tortured, fired from their jobs, or forced to flee in the middle of the night from burning homes and barns. The courts consistently refused to prosecute anyone for these crimes. Local papers, in fact, charged that "disgusting negroes and white radicals" had committed the crimes. The conservative campaign worked. In the election of 1870, some 12,000 fewer Republicans voted in the two crucial counties than had voted two years earlier, and the Democrats swept back into power.

In the state election in Mississippi in 1875, Democrats used similar tactics. In what was called the Mississippi Plan, local Democratic clubs organized themselves into armed militias, marching defiantly through black areas, breaking up Republican meetings, and provoking riots to justify the killing of hundreds of blacks. Armed men were posted during voter registration to intimidate Republicans. At the election itself, anyone still bold enough to attempt to vote was either helped by gun-toting whites to cast a Democratic ballot or driven away from the polls with cannon and clubs. Counties that had earlier given Republican candidates majorities in the thousands, in 1875 managed a total of less than a dozen votes!

Democrats called their victory "redemption." As conservative Democratic administrations resumed control of each state government, Reconstruction came to an end. Redemption resulted from a combination of the persistence of white southern resistance, including violence and other coercive measures, and a loss of will to persist in the North.

[Nash, G., & Jeffrey, J.R. The American People: Creating a Nation and a Society, Vol. 2, Ed. 2., Brief Edition]

Nick Zonen

GRAMMAR EXERCISE: VERBS

Instructions: In spoken English, verbs and tenses are frequently misused or altered. Written English requires greater correctness and precision. In the following exercise, find the error in tense or verb form and correct it.

Example: Ulysses S. Grant, who was regarded as a great military hero, rules without distinction as president in the early 1870s.

Example: Georgia was readmitting to the Union in 1871.

1. Northern farms was more productive than ever before.
2. Andrew Jackson had nominated as Lincoln's vice-president by Republicans.
3. Many freedmen leave the plantations in search of members of their families.
4. The primary goal of most freedmen was to acquired their own land.
5. In the Sea Islands, blacks had been worked 40 acre plots of land for several years.
6. The codes were regulated the work contracts of black laborers who worked in the fields for white landowners. They (the codes) including severe penalties for leaving before the yearly contract.
7. The question faced the national government in 1865 was whether it would used its power to support the black codes.
8. President Johnson urged the southern states not to ratify the 14th amendment, and ten states immediately were rejecting it.
9. Despite its effectiveness in modernizing southern state governments, the republican coalition was not lasted very long.
10. How did republican state governments comes to an end?

Nick Zonen

WRITING COHERENT PARAGRAPHS #1

Instructions: A coherent paragraph presents its ideas in a logically connected order. An incoherent paragraph simply does not make sense to the reader. The following sentences are taken from a paragraph in Chapter 17 of The American People: Creating a Nation and A Society. Re-arrange them to make a coherent paragraph.

1. In section 2, Congress paved the way for black male suffrage in the South by declaring that states not enfranchising black males would have their "basis of representation reduced" proportionally.
2. In 1866, Congress proposed to the states the ratification of the 14th amendment, the single most significant act of the Reconstruction era.
3. Other sections of the amendment denied leaders of the Confederacy the right to hold national or state political office.
4. The first section of the amendment sought to provide permanent constitutional protection of the civil rights of freed men by defining them as citizens.
5. These other sections also repudiated the Confederate debt, and denied claims of compensation by former slave owners for their lost property.
6. States were prohibited from depriving "any person of life, liberty or property, without due process of law," and all persons were guaranteed "the equal protection of the laws."

Nick Zonen

GRAMMAR EXERCISE: RELATIVE CLAUSES #1

Instructions: Relative clauses refer to parts of complex sentences that are introduced by words such as "who", "whose", "which", or "that". Using relative clauses correctly makes for greater economy and sophistication in academic writing. Combine the following sets of sentences into relative clauses.

Example: The WPA was authorized by Congress in 1935. It was the first massive attempt to deal with unemployment.

The WPA, which was authorized by Congress in 1935, was the first massive attempt to deal with unemployment.

Combine the following sets of sentences into relative clauses.

1. Skilled workers were people like iron puddlers and glassblowers
They had indispensable knowledge about the production process.

____

____

2. A total of 36,757 strikes occurred.
They involved about six million workers.

____

____

3. A new mass organization rose to national prominence.
It was founded as a secret society in 1869.

____

____

4. Alexander Berkman was an anarchist sympathetic to the plight of the oppressed Homestead workers.
He attempted to assassinate Henry Clay Frick.

____

____

5. The ILGWU was a union.
The leadership was dominated by men.

6. The Chinese Exclusion Act was passed in 1887.
It prohibited the immigration of both skilled and unskilled Chinese workers.

7. The railroads were the pioneers of big business and a great modernizing force in America.
They expanded rapidly after the Civil War.

8. Five million immigrants came to the U.S. before the Civil War.
Most were from Britain, Ireland, Scandinavia and Germany.

9. William Howard Taft's weight was well over 300 pounds.
He was an refined speaker and lacked political skills.

10. The federal income tax was authorized under the 16th amendment.
It was rejected in 1913.

Nick Zonen

WRITING GOOD DEFINITIONS

A. Sentence Definitions:

Students are often called upon to define concepts or pieces of information. Simple definitions generally follow a set pattern.

1. They are composed of 4 parts.

History	is	the study	of the past.
1	2	3	4

2. The fourth part of the definition usually contains the prepositions OF, FOR or TO, or a relative pronoun such as WHICH or THAT.

3. Circular definitions, such as the following, should be avoided:

Consumerism means how and why people consume things.

Instructions: Define these terms in one sentence. You can use forms such as "was", "means", "refers to" or "provided that"

1. immigration
2. unemployment
3. vertical integration
4. ideology
5. declining birth rate
6. family economy

B. Expanded Definitions

Often it is not sufficient to make only a one sentence definition. The expanded definition has to make reference to the implications of a term, or why it is important to know the meaning of something.

Example: Explain who Horatio Alger was and his significance.

Horatio Alger was an author who wrote 119 novels about the "rags-to-riches" myth. This myth said that anyone, regardless of background or class, could rise and succeed in life if he worked hard. In fact, most successful big businessmen were white Anglo Saxon males.

Instructions: Explain the following terms and give a brief explanation about why they are important.

1. Coeur d'Alene

2. Haymarket Riot

3. Chinese Exclusion Act

4. Homestead

5. "bread and butter" issues

Nick Zonen

GRAMMAR EXERCISES: ERROR ANALYSIS #1

Following are common grammatical problems often found in student writing. The meanings of the unfamiliar terms will be discussed in class.

(Error Type)

1. Fragment
2. Like/as
3. Comma splice
4. Slang
5. Quoted speech
6. Purple speech
7. Adjective/adverb distinctions
8. Noun/verb distinctions
9. Noun, adjective distinction
10. Pronoun reference
11. Person agreement
12. Tautology
13. Unclear antecedent
14. Pronoun reference
15. Broad reference
16. Faulty comparison or comparative/superlative

Instructions: From the list above, identify the type of error contained in the sentences below.

Example: The Works Progress Administration inevitably aroused some criticism, but it did some usefully work.

Error Type: #7 Adjective/Adverb distinctions

1. The Bonus Army fiasco, bread lines and Hoovervilles became symbols of Hoover's presidency, who deserved better.

2. Initial business reaction to the crash of '29 was optimism.

3. Roosevelt reminded his adviser that he had been chosen to build a strong conservation program.

4. It was one of the most hardest decisions he had ever faced.

5. Ford Motor Company treated unions like they were trying to destroy free enterprise.

6. Roosevelt was admired by the people because they looked up to him.

7. But more than a collapsing market affliction the economy.

8. Living in Depression times was a drag.

9. The farmers had suffered through the twenties, the farmers were the first to plunge into depression.

10. Hoover did try innovating schemes to rescue the economy.

11. If someone wants to know about Roosevelt's advisers, they'll look it up in the sources.

12. The pattern of discrimination through violence against blacks was greater than the war era.

13. At first, Roosevelt did not promote socialism or suggest nationalizing the banks, and it didn't happen later either.

14. Hoover's exact words were "all of the evidence indicates that the worst effects of the crash will have passed during the next 60 days.

15. He said things will be right on from now on.

16. He expostulated that the heinous situation will maximize positively in the unending future.

17. The General Motors Strike was the most important event in a critical period of labor upheaval which was not unexpected.

18. Complaining and resisting, the bus filled with the unhappy refugees pulled out of the station.

19. Congress passed a number of important bills in 1937 and 1938 to complete New Deal Legislation. The reason being that millions of people were out of work.

	(Error Type)	(Answers)
1.	Fragment	20
2.	Like/as	6
3.	Comma splice	10
4.	Slang	16, 9
5.	Quoted speech	15
6.	Purple speech	17
7.	Adjective/adverb distinctions	1, 11
8.	Noun/verb distinctions	8
9.	Noun, adjective distinction	3
10.	Pronoun reference	4
11.	Person agreement	12
12.	Tautology	7
13.	Unclear antecedent	2
14.	Pronoun reference	14
15.	Broad reference	18
16.	Faulty comparison or comparative/superlative	5, 13

Nick Zonen

GRAMMAR EXERCISE: ERROR ANALYSIS #2

Instructions: The following sentences were taken from student papers. Working in pairs or small groups, analyze the structural or grammatical problems and discuss ways to re-write the sentences.

1. With the rise of the railroads, came growth of economic interests, railroads were not only helping Corporate America transport business across the country but they opened the door for people to start spreading out and explore uninhabited areas.

2. Tariff Acts were passed in order to protect the American businesses. It would charge tax to the foreign country for the import of their goods.

3. Some systems that supported people was called sharecropping and tenant system.

4. Unlike in the Reconstruction period or the gilded Age were government practically ignored women, in the Progressive Era the government passed women's suffrage.

5. Amendments were also passed which stated that slavery would be abolish.

6. The incentive was to have people buy American products instead of foreign trade.

7. An example of this was the Sugar treaty. The sugar treaty was good for the business because they saved money in two way's and they were that they paid low wages, and did not have to pay tariffs to the Hawaiian government.

8. Adding up the evidence shown in the Reconstruction and the Progressive Eras, we reach the conclusion that although government was on the side of business during the Gilded Age, the other two Eras outweigh the Gilded Age and clearly shows that government has been in the side of the people.

9. Industrialization led to a transformation from an agrarian to an industrial economy, which caused much more social problems and a social class system.

10. Also government supported the business by passing vagrancy law. These laws made business profitable. By using blacks to work in there company.

11. In 1914 congress passed the Clayton act prohibited unfair trading practices.

12. Railroads transformed Native Americans and they were driven from their homelands when gold and valuable materials were found in the west.

Nick Zonen

PARAPHRASING AND SUMMARIZING

When you paraphrase, you rephrase or rewrite previously published information in different words without changing the original meaning. Short selections are generally paraphrased, such as sentences or short paragraphs. The author's thoughts are stated in your own words. A summary is similar to a paraphrase, compressing large amounts of information into the fewest possible sentences. When you summarize you include only the main points and main supporting points, and you leave out the many details that make up a full paragraph. As in paraphrasing, don't change the original meaning. Study the following model of a paraphrase and summary.

Artificial Languages

Original:

"Since the time of Descartes, it is estimated that no fewer than five hundred attempts have been made to create artificial languages for international use. The most successful by far has been Esperanto, a language constructed around the end of the nineteenth century by Dr. Zamenhof of Poland. Esperanto is a language that is extremely easy to learn and speak, with its words drawn mainly from English, German, the Romance languages, Latin and Greek." (Pei, p. 175)

Paraphrase:

Since the early seventeenth century, an estimated five hundred artificial languages have been created for international communication. Esperanto, a language invented around the end of the nineteenth century in Poland by a man named Dr. Zamenhof, has been the most successful. Esperanto is very easy to learn and speak. Its vocabulary comes mainly from English, German, the Romance languages, Latin, and Greek. (Pei, p. 175)

Summary:

Of the many artificial languages that have been developed, Esperanto, invented about 1900, has been the most successful. Easy to learn and speak, its vocabulary comes mainly from Western European languages, Latin, and Greek. (Pei, p. 175)

Instructions: Paraphrase the following sentences taken from The American People; Creating a Nation and a Society.

1. "What Congress did do, and that only reluctantly, was grant citizenship, and freedmen."

2. "When gold was discovered in California, Americans rushed West to find it, but as one father told his eager son, 'Plant your lands; these be your best gold fields.'"

3. "Roosevelt's admiration for the Japanese as a 'fighting people' and a valuable factor in the 'civilization of the future' contrasted with his low respect for the Russians, whom he described as 'corrupt', 'treacherous', and 'incompetent.'

4 The technology of defense, especially the machine gun, neutralized the frontal assault, the most popular military tactic since the American Civil War. As one writer explained, "Three men and a machine gun can stop a battalion of heroes."

5. Obsessed with the "Red menace", Atty General A Mitchell Palmer instituted a series of raids to round up "agitators" and "Bolsheviks", causing the most massive violation of civil liberties in America to date.

6. The United States failed to understand the long international conflict in china or the immense popular support Mao had generated. As the Communist army moved toward victory, the New York Times termed the group a "nauseous force," a "compact little oligarchy dominated by Moscow's nominees."

Instructions: Compare the following summary of "The New Immigration" with the original on page 374 of The American People: Creating a Nation and a Society.

During the last part of the 19th century, immigrants continued to pour into the United States. In contrast to before the Civil War, when they came mainly from Britain, Germany and Ireland, most immigrants were now coming from south and east Europe. They settled mostly in the northeast and in the cities throughout the country.

The immigrants left Europe for various reasons. Modernizing economies cost a lot of people their jobs: farmers left because European landlords were consolidating their land and evicting longtime tenants. Craftsmen whose skills were out-of-date also left. In other parts of Europe, oppressive government policies and official persecution of minorities pushed millions to emigrate. In addition, many people decided to come to America because of all of the wonderful stories they had been hearing about the "Golden Land."

Finally, there were two other groups of immigrants: Mexican and Chinese laborers. In Mexico, modernization, over-population and new land policies caused many people to leave. In Asia, mostly southern China, conditions were bad, and over-population, unemployment and crop failures caused many to leave. The Chinese were encouraged to work, mostly on the West Coast, and then go back to China.

Instructions: Summarize the following paragraph "Early Expansionism" taken from p. 411 of The American People: Creating a Nation and a Society.

Early Expansion

A consistent expression of continental expansionism marked the first century of American independence. Jefferson's purchase of the Louisiana Territory in 1803 and the grasping for Florida and Canada by War Hawks in 1812 signaled an intense American interest in territorial growth. The Cherokee, Seminole, Dakota, Apache, Cheyenne, and other Native American nations found the United States to be far from isolationist. Until mid-century, the United States pursued its "Manifest Destiny" (see Chapter 14) by expanding across the North American continent. This trend was marked most significantly by Commodore Perry's visit to Japan, the expansion of the China trade, and various expeditions into the Caribbean in search of more cotton lands and a canal connecting the two oceans.

Nick Zonen

GRAMMAR EXERCISE: ERROR ANALYSIS #3

Instructions: Identify the grammar, punctuation, or vocabulary problems in the following sentences taken from student papers.

1. For instance most of the immigrants that decided to come to the U.S. moved into an ethnic neighborhood because it reflected their background. Thus making them feel more at home in a strange country.
2. The differences between immigration during modernization was that not all immigrants were allowed to establish a permanent home in the U.S.
3. Education is also another trade which was similar with all the immigrants.
4. It seems to me that the Asians considered sly and sneaky experienced the most discrimination because they were the only ones that had return to their country.
5. In their homeland the industrialization was flowing into the veins of the country causing an economic disturbance and leaving many workers replaced by this movement in modernization.
6. Immigration has been part of the U.S. quite frequently since the first day it was discovered.
7. A great cause of immigration is attributed to modernization.
8. Another astoundingly similar trait shared by these immigrants was that the greatest majority of them were males.
9. Not only modernization was taking its toll in the world population. This was also a period of great political modification.
10. When immigrants came to the U.S. the family succeed by keeping and fighting together.
11. The majority of the immigrants experiences were by following the customs of the family.
12. One way that the jobs were similar was low paid wages and worked for a lot hours.
13. When they arrived to there destination, social mobility was difficult to abstain they were not allowed to marry into different social class other than there own.
14. Ultimately, once they got to this country, they were placed in the middle class positions. In particular the Germans. They had been trained as tailors, bakers, brewers, etc. The result was that their children weren't required to work and could focus on their education to make a better living.

Nick Zonen

IDENTIFYING CAUSE AND EFFECT

Instructions: Identifying the cause and effect of events and movements is a critical part of any study of history. Sometimes students don't make a clear differentiation between the cause and its results, or even mistake one for the other. Identify the causes and effects in the following statements.

Example: The owl and the pussycat went to sea in a beautiful pea green boat. They felt the need to get away.

1. The Japanese were told to assemble and were removed to camps in remote places throughout the West. The fear of sabotage or disloyalty mixed with racism motivated the government to take the action.

   Cause:

   Effect:

2. Because of the development of birth control, women could delay having children or avoid having them altogether; consequently, women had the opportunity to acquire an education or pursue a career.

   Cause:

   Effect:

3. The atomic bomb was dropped on Hiroshima in August, 1945. Truman had decided that a knock-out blow would save American soldiers' live in light of the heavy losses the armed forces had experienced at Iwo Jima by determined Japanese resistance.

   Cause:

   Effect:

4. The stock market crash showed the folly of playing the market "on margin" and of being involved in risky speculation.

   Cause:

   Effect:

5. The Emancipation Proclamation and the freeing of the slaves did not produce a society with complete equality for African Americans, and their condition remained desperate.

   Cause:

   Effect:

6. The Progressive Movement was actually a number of movements focusing on the problem created by a rapidly expanding urban and industrial world.

   Cause:

   Effect:

7. The progressives' concern with social conditions and desire to involve the government in the effort to reform things led to protective legislation for industrial workers, housing reform and better schools, which causes us to be forever in their debt.

   Cause:

   Effect:

8. The industrialists sought to make the factories and work forces more productive and profitable. The introduction of machines was an example of the change in the nature of industrial work. Highly paid skilled jobs were eliminated and many laborers became unskilled tenders of machines.

   Cause:

   Effect:

Nick Zonen

WRITING COHERENT PARAGRAPHS #2

Instructions: Rearrange the sentences into coherent paragraphs

Red Scare

1. But before 1917, anarchists seemed to pose the worst threat.
2. In the spring of 1919, with the Russian announcement of a policy of worldwide revolution and with Communist uprisings in Hungary and Bavaria, many Americans feared that the Communists planned to take over the United States.
3. There were a few American Communists, but they never really threatened the United States or the American way of life.
4. Americans have often feared radicals and other groups that seemed to be conspiring to overthrow the American way.
5. After the Russian Revolution, "Bolshevik" became the most dangerous radical, while "communist" was transformed from a member of a utopian community to a dreaded, threatening subversive.
6. In the 1840s, the 1890s, and other times in the past, Catholics, Mormons, Populists, immigrants, and holders of many political views have all been attacked as dangerous and "un-American."

The Sacco-Vanzetti Case

1. Indeed, it seemed to many that the two Italians, who spoke in broken English and were admitted anarchists, were punished because of their radicalism and their foreign appearance.
2. One result of the Red Scare was the conviction of two Italian anarchists, Nicola Sacco and Bartolomeo Vanzetti.
3. Many intellectuals in Europe and America rallied to their defense, but all appeals failed, and the two were executed in the electric chair on August 23, 1927.
4. Arrested in 1920 for allegedly murdering a guard during a robbery of the shoe factory in South Braintree, Massachusetts, the two were convicted and sentenced to die in the summer of 1921 on what many liberals considered circumstantial and flimsy evidence.

[Adapted from Nash, G. & Jeffrey, J.R.. The American People: Creating a Nation and a Society. Vol. 2, Ed. 2., Brief Edition]

Nick Zonen

ADDING VARIETY AND STYLE TO ACADEMIC WRITING

Instructions: Using different forms of a word provides variety and sophistication in your writing. Substitute the noun form in the following sentences.

Example: Because he misinterpreted her motives, a feud ensued.
Because of his misinterpretation of her motives, a feud ensued.

1. Because someone discovered gold in California in 1848, many people rushed there hoping to get rich quick
2. In 1776, the American colonies proclaimed that they were independent.
3. Before the incandescent lamp was invented by Edison, gas was used to light homes and streets.
4. After the Allies defeated the Germans in World War I, a peace treaty was signed at Versailles.
5. Because he was curious about sexual patterns, Kinsey did some research.
6. Although the Americans backed him, South Vietnamese leader Ngo Dinh Diem was rapidly losing support in his own country.
7. Because Nixon was a remote, humorless and ungracious man, he was not regarded with great fondness by the people.
8. Until he was assassinated, Kennedy was a popular president.
9. Because they were afraid of contracting AIDS, they used condoms.
10. Although Swaggart confessed to a sexual liaison with a secretary, and admitted to irregularities in finances, he was not blamed by many of his followers.
11. Because he felt guilty about the failed rescue attempt in Iran, Carter apologized to the families of the men killed.
12. Although Americans willingly conformed to group norms, there were some notable exceptions.

Nick Zonen

GRAMMER EXERCISE: DIRECT AND INDIRECT SPEECH

There are two types of quoted speech, direct and indirect. The meaning is the same but the structure is different.

Example:
Direct Quotation: The boy said, "That dog just bit me."
Indirect Quotation: The boy said that dog had just bitten him.

When using indirect quotations, the quotation marks are removed and some changes in tense and pronouns occur. Three types of sentences can be transformed from direct to indirect: statements, questions and commands. Note how they differ in sentence structure.

A. Statements

Direct: Roosevelt said to the people, "We have nothing to fear but fear itself."
Indirect: Roosevelt reassured the people that they had nothing to fear but fear itself.

Direct: Truman warned the Japanese, "We'll drop another bomb on you if you don't surrender."
Indirect: Truman warned the Japanese that the U.S. would drop another bomb on them if they didn't surrender.

B. Questions

Direct: Johnson asked his advisors, "Do you remember what happened in Viet Nam?"
Indirect: Johnson asked his advisors if they remembered what had happened in Viet Nam.

Direct: Kennedy asked the CIA, "How can we get rid of Castro?"
Indirect: Kennedy asked the CIA how they could get rid of Castro. (or) Kennedy asked the CIA how to get rid of Castro.

C. Commands

Direct: Kennedy told the American people, "Ask not what your country can do for you. Ask what you can do for your country."
Indirect: Kennedy told the American people not to ask what their country could do for them, but what they could do for their country.

Instructions: Change the following examples from direct to indirect speech.

1. "Kerouac typed his best-selling novel on a 250-foot roll of paper." The author stated that____

____

2. "Among males who went to college, 67 per cent engaged in sexual intercourse before marriage." Kinsey concluded that____________________

____

3. "Give 'em hell, Harry!" The crowd told____________________

____

4. "I'm tired and I will not get up to move to the back of the bus and you can't force me." Rosa Parks said that____________________

____

5. "Are separate facilities unequal?" Lawyers asked the Supreme Court to decide

____

____

6. "We have evidence that within recent weeks an atomic explosion occurred in the USSR." Reporters were told____________________

____

7. "What makes you think that Democrats are soft on communism?" Truman asked the Republicans____________________

____

8. "Have you ever been, or are you now, a communist?" McCarthy asked the Hollywood Ten____________________

____

9. "I did not become Prime Minister to preside over the dissolution of the British Empire." Churchill declared____________________

____

10. "You ain't nothing but a hound dog!" Elvis told him

____

____

Nick Zonen

GRAMMAR EXERCISE: RELATIVE CLAUSES #2

Instructions: Combine the following sentences into complex sentences using relative clauses.

Example:
a. Carmen Miranda has become sort of an icon to many fans.
b. She used to wear elaborate baskets of fruit on her head

Carmen Miranda, who used to wear baskets of fruit on her head, has become sort of an icon to many fans.

1. Skilled workers were people like iron puddlers and glassblowers.
They had indispensable knowledge of the production process.

2. A total of 36, 495 strikes occurred.
They involved about six million workers.

3. A new mass organization rose to national prominence.
It was founded as a secret society in 1869.

4. Alexander Berkman was an anarchist sympathetic to the plight of the oppressed Homestead workers.
He attempted to assassinate Henry Clay Frick.

5. The ILGWU was a union.
The leadership was dominated by men.

6. The Chinese Exclusion Act was passed in 1887.
It prohibited the immigration of both skilled and unskilled Chinese workers.

7. The railroads were the pioneers of big business and a great modernizing force in America.
They expanded rapidly after the Civil War.

8 Five million immigrants came to the U.S. before the Civil War.
Most were from Britain, Ireland, Scandinavia, and Germany.

9. I went to the woods.
It was a lovely place.
I could live deliberately there.

10. We need teachers.
They must be able to convey a unified vision.

11. Our educational system is turning out millions of students.
These students are scientifically illiterate.

12. Madame Butterfly is an opera.
The main character is a young woman .
She falls in love with an American sailor.
She commits suicide when the sailor leaves her.

Nick Zonen

IDENTIFYING CAUSAL RELATIONSHIPS

Instructions: Complete the sentences by providing the missing causal relationship. Note the variety of structures used to express these relationships.

1. If Truman had not dropped the atomic bomb on Japan,

2. White Southerners after the Civil War were afraid because

3. As a result of the 14th amendment

4. The gap between progress and poverty in the late 19th century led to

5. If millions of immigrants had decided not to leave for the U.S. in the late 19th and early 20th centuries,

6. As a result of the formation of the Populist Party,

7 The first reform movement of the modern era, the Progressives, was a response to two major needs:

8. Despite Wilson's efforts to maintain neutrality with regard to either the Allied or Central Powers in World War One,

9. The Great Depression of 1929 occurred although

10. In 1893, F.J. Turner wrote that for three centuries, "the dominant fact in American life has been expansion." Therefore,

11. Although the Emancipation Proclamation freed the slaves,

12. If the Germans had not attacked Stalingrad in 1943,

13. In spite of the rapid growth of the late 19th century which made the U.S. an industrial giant,

14. As a result of 40 years of the Cold War between the U.S. and the U.S.S.R.,

15. Efforts by Roosevelt to save the Jews of Europe during World War Two were half-hearted or even non-existent. Consequently,

16. The agreements reached at Yalta led to

17. Roosevelt's New Deal was a response to

18. The U.S. went to war in Viet Nam for a number of reasons:

19. The 1960s and 1970s were turbulent decades because

20. The American Dream in 1992 consists of

Nick Zonen

ESSAY CHECKLIST

Instructions: Use the following essay checklist to critique the draft of your essays. Go through each section of the checklist to make sure you have either incorporated or avoided the problem areas listed. Make a check mark in the right-hand column to indicate that you have considered each item.

I. Essay Content and Organization

Understanding of subject ______
Logical, comprehensible ______
Clearly developed ______
Introduction:
  Thesis ______
  Focus ______
  Background/General Statements ______
Body:
  Definitions ______
  Details ______
  Examples ______
  Transitions ______
  Logical and appropriate pattern of organization for the topic (narrative, cause/effect, compare/contrast, etc.) ______
Conclusion:
  Summary/reiteration of main points ______
  Paraphrase of thesis ______
  Final comments on topic ______

II. Paragraph Organization

Topic Sentences: ______
  Topic sentence for each paragraph ______
Supporting Sentences: ______
  Concrete support (specific factual details) ______
  Unity (one main idea in paragraph) ______
  Coherence (sentences adhere through transitions and logical order) ______
Concluding Sentences: ______

III. Vocabulary

Word Choice ______
Word Form (use of parts of speech) ______
Idiomatic Expression ______

IV. Grammar

Verb Forms ______
Tenses, Tense Consistency ______
Agreement ______

Coordination/Subordination ________
Incomplete Sentences/Fragments ________
Run-ons, Comma Splices ________
Parallelism ________
Word Order ________
Pronoun Reference ________
Active/Passive ________
Modifiers ________
Direct/Indirect Speech ________
Jargon ________
"Purple" Expression/Unnecessary Complexity ________
Redundancy/Repetition ________
Wordiness ________
Articles, Prepositions ________

V. Mechanics

Spelling ________
Punctuation ________

VI. Format

Neatness ________
Paragraphing ________
Title ________
Margins ________
Spacing ________

Nick Zonen

MODEL ESSAY: CAUSE AND EFFECT

Instructions: Analyze the following model essay of cause and effect. After you read it, answer the following questions:

1. What do you think is the question this essay is addressing?
2. What is the basic organizational structure of the essay? How would you outline it
3. What devices have been used to tie the cause and effect ideas together (e.g., vocabulary, structure, connectors)? Underline these cohesive devices.

Women's Liberation

Since the middle of this century, women around the world have been seeking greater independence and recognition. No longer content with their traditional roles as housewives and mothers, women have joined together to create the so-called "women's liberation movement." While the forces behind this international movement vary from culture to culture and from individual to individual, the basic causes in the United States can be traced to three events: the development of effective birth-control methods, the invention of labor-saving devices for the home, and the advent of World War II.

The first cause of the liberation of women was the development of effective birth-control methods, freeing women from the endless cycle of childbearing and rearing. As a result of having a choice as to when an if to bear children, women acquired the freedom and the time to pursue interests outside of the home. Because of the development of birth control, women could delay having children or avoid having them altogether; consequently, women had the opportunity to acquire an education and/or pursue a career.

Another event was the development of mechanized labor-saving devices for the home, resulting in more leisure time and freedom for women. For example, fifty years ago, a housewife spent an average of twelve to fourteen hours per day doing housework. Due to the invention of machines such as vacuum cleaners, washing machines and dishwashers, a housewife can now take care of her daily housework in about five hours.

The final event that, at least in the United States, gave impetus to the liberation of women was World War II. During the War, most men were serving in the military. Consequently, women had to fill the vacancies in the labor force. Women by the thousands went to work in factories and then took over businesses for their absent husbands. This was a great change for the majority of American women, for they discovered that they could weld airplanes and manage businesses as well as change diapers and bake cookies.

These three events planted the seeds of great change in society, and the effects of this change are being felt at all levels: in the family, in business, and in government.

One of the biggest effects of the greater independence of women is being felt in the home. The traditional husband-wife relationship is undergoing a radical transformation. Because so many women are working, men are learning to share the household tasks of cooking, cleaning, and even caring for children. In some families, there has been a complete reversal of the traditional roles: the husband stays home, while the wife earns the family's income. It should be pointed out, however, that this is the exception, not the rule. In most families in the United States, the husband still earns most of the money, and the wife still does most of the housework.

The effects of women's liberation are being felt not only in the home but also on the job. More and more women are working, and they are demanding equal salaries and equally responsible positions. It is not uncommon for a woman to be the president of a corporation these days. Many businesses encourage women to advance to high management positions, and every year, the nation's schools produce more women doctors, lawyers, and accountants.

Politics and government are still other areas that are feeling the effects of the women's movement. Although the United States doesn't appear ready to accept a woman president, as some countries of the world have, women are being elected to public office in increasing numbers. The United States currently has several women governors, which is the highest office in a state. A few years ago, this would have been unthinkable.

In conclusion, women in the United States are acquiring greater independence, which is causing sweeping changes in society-at home, at work, and in politics. While men may not be happy with these changes, they should always remember that it was they, the men, who created the conditions leading to the liberation of women: men made war, male scientists developed birth control, and businessmen earned a lot of money selling vacuum cleaners and dishwashers.

(Source: Writing Academic English, A. Oshima and A. Hogue. (1991) New York: Addison-Wesley)

Nick Zonen

MODEL ESSAY: COMPARISON AND CONTRAST

A compare/contrast essay requires the student to present points of similarity and difference in related concepts or phenomena. By "related", we mean that you can compare apples and pears, but not apples and farmers, for example. The way you set up a compare/contrast essay is up to you; several choices are available.

I. **Point Method:** Suppose you are comparing the readiness of England and Germany to conduct war just before 1940. you might consider using a "point" method. The organization of your essay might look like the following:

1.	Introduction		
2.	Point 1	England and Germany	# of soldiers
3.	Point 2	England and Germany	air force
4.	Point 3	England and Germany	submarines
5.	Conclusion		

II. **Block method:** An alternative organizational pattern is the block method. In this method, you discuss the points of comparison and contrast in blocks.

1.	Introduction	
2.	Compare:	The similarities between England and Germany
3.	Contrast:	The differences between England and Germany
4.	Conclusion	

Whatever method you choose, good organization in a compare/contrast essay is very important. Working together in pairs or small groups, first read the following essay "Grant and Lee: A Study in Contrasts", then answer the questions which follow.

1. Does "Grant and Lee" follow a block or point pattern? Explain.

2. Analyze the first four paragraphs. How does the author prepare the reader for the rest of the essay?

3. Make a list of the similarities and differences of the two leaders. You also might want to divide your list into categories such as family background, personal character, etc.

4. What cohesive desires were used to show comparison and contrast? Underline them.

5. In your opinion, is this an effective essay of comparison and contrast? Why or why not?

Grant and Lee:
A Study in Contrasts

When Ulysses S. Grant and Robert E. Lee met in the parlor of a modest house at Appomattox Court House, Virginia, on April 9, 1865 to work out the terms for the surrender of Lee's Army of Northern Virginia, a great chapter in American life came to a close, and a great new chapter began.

These men were bringing the Civil War to its virtual finish. To be sure, other armies had yet to surrender, and for a few days the fugitive Confederate government would struggle desperately and vainly, trying to find some way to go on living now that its chief support was gone. But in effect it was all over when Grant and Lee signed the papers. And the little room where they wrote out the terms was the scene of one of the poignant, dramatic contrasts in American history.

They were two strong men, these oddly different generals, and they represented the strengths of two conflicting currents that, through them, had come into final collision.

Back of Robert E. Lee was the notion that the old aristocratic concept might somehow survive and be dominant in American life.

Lee was tidewater Virginia, and in his background were family, culture, and tradition... the age of chivalry transplanted to a New World which was making its own legends and its own myths. He embodied a way of life that had come down through the age of knighthood and the English country squire. America was a land that was beginning all over again, dedicated to nothing much more complicated than the rather hazy belief that all men had equal rights, and should have an equal chance in the world. In such a land Lee stood for the feeling that it was somehow of advantage to human society to have a pronounced inequality in the social structure. There should be a leisure class, backed by ownership of land; in turn, society itself should be keyed to the land as the chief source of wealth and influence. It would bring forth (according to this ideal) a class of men with a strong sense of obligation to the community; men who lived not to gain advantage for themselves, but to meet the solemn obligations which had been laid on them by the very fact that they were privileged. From them the country would get its leadership; to them it could look for the higher values - of thought, of conduct, of personal deportment - to give it strength and virtue.

Lee embodied the noblest elements of this aristocratic ideal. Through him, the landed nobility justified itself. For four years, the Southern states had fought a desperate war to uphold the ideals for which Lee stood. In the end, it almost seemed as if the Confederacy fought for Lee; as if he himself was the Confederacy...the best thing that the way of life for which the Confederacy stood could ever have to offer. He had passed onto legend before Appomattox. Thousands of tired, underfed, poorly clothed Confederate soldiers, long-since past the simple enthusiasm of the early days of the struggle, somehow considered Lee the symbol of everything for which they had been willing to die. But they could not quite put this feeling into words. If the Lost cause, sanctified by so much heroism and so many deaths, had a living justification, its justification was General Lee.

Grant, the son of a tanner on the Western frontier, was everything Lee was not. He had come up the hard way, and embodied nothing in particular except the eternal toughness and sinewy fiber of the men who grew up beyond the mountains. He was one of a body of men who owed reverence and obeisance to no one, who were self-reliant to a fault, who cared hardly anything for the past but who had a sharp eye for the future.

These frontier men were the precise opposites of the tidewater aristocrats. Back of them, in the great surge that had taken people over the Alleghenies and into the opening Western country, there was a deep, implicit dissatisfaction with a past that had settled into groves. They stood for democracy, not from any reasoned conclusion about the proper ordering of human society, but simply because they had grown up in the middle of democracy and knew how it worked. Their society might have privileges, but they would be privileges each man had won for himself. Forms and patterns meant nothing. No man was born to anything, except perhaps to a chance to show how far he could rise. Life was competition.

Yet along with this feeling had come a deep sense of belonging to a national community. The Westerner who developed a farm, opened a shop or set up in business as a trader, could hope to prosper only as his own community prospered - and his community ran from the Atlantic to the Pacific and from Canada down to Mexico. If the land was settled, with towns and highways and accessible markets, he could better himself. He saw his fate in terms of the nation's own destiny. As its horizons expanded, so did his. He had, in other words, an acute dollars-and-cents stake in the continued growth and development of his country.

And that, perhaps, is where the contrast between Grant and Lee becomes most striking. The Virginia aristocrat, inevitably, saw himself in relation to his own region. He lived in a static society which could endure almost anything except change. Instinctively, his first loyalty would go to the locality in which that society existed. He would fight to the limit of endurance to defend it, because in defending it he was defending everything that gave his own life its deepest meaning.

The Westerner, on the other hand, would fight with an equal tenacity for the broader concept of society. He fought so because everything he lived by was tied to growth, expansion, and a constantly widening horizon. What he lived by would survive or fall with the nation itself. He could possibly stand by unmoved in the face of an attempt to destroy the Union. He would combat it with everything he had, because he could only see it as an effort to cut the ground out from under his feet.

So Grant and Lee were in complete contrast, representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless, burgeoning vitality. Lee might have ridden down from the old age of chivalry, lance in hand, silken banner fluttering over his head. Each man was the perfect champion of his cause, drawing both his strengths and weaknesses from the people he led.

Yet it was not all contrast, after all. Different as they were - in background, in personality, in underlying aspiration - these two great soldiers had much in common. Under everything else, they were marvelous fighters. Furthermore, their fighting qualities were really very much alike.

Each man had, to begin with, the great virtue of utter tenacity and fidelity. Grant fought his way down the Mississippi Valley in spite of acute personal discouragement and profound military handicaps. Lee hung on in the trenches at Petersburg after hope itself had died. In each man there was an indomitable quality... the born fighter's refusal to give up as long as he can still remain on his feet and lift his two fists.

Daring and resourcefulness they had, too; the ability to think faster and move faster than enemy. These were the qualities which gave Lee the dazzling campaigns of Second Manassas and Chancellorsville and won Vicksburg for Grant.

Lastly, and perhaps greatest of all, there was the ability, at the end, to turn quickly from war to peace once the fighting was over. Out of the way these two men behaved at Appomattox came the possibility not wholly realized, in the years to come, but which did, in the end, help the two sections to become one nation again...after a war whose bitterness might have seemed to make such a reunion wholly impossible. No part of either man's life became him more than the part he played in their brief meeting in the McLean house at Appomattox. Their behavior there put all succeeding generations of Americans in their debt. Two great Americans, Grant and Lee - very different, yet under everything very much alike. Their encounter at Appomattox was one of the great moments of American history.

[Cooley, T. (Ed.). (1985). The Norton Sampler: Short Essays for Composition. New York: W. W. Norton & Company]

History 202B: Selected Exercises and Activities

- Agenda Preview
- Syllabus Preview
- Work-In-Progress
- Reading From the Outsides-In
- Signal Words
- Language vs. Content
- Writing To an Audience
- Cheating at Lecture Notes
- Elements of an Good I.D. Answer
- Fun with Acronyms
- Webbing or Clustering
- Elements of a Good Essay Answer
- Bad Word List
- Faculty Office Hours Task Force
- The University as Community
- Advice to Student Writers
- What is Plagiarism, and What is it to you
- More Fun With a "T"
- Building Categories
- Using Mirrors to Improve Writing
- Nicknamebounce
- The Great Debate
- One-On-One With the SGL
- The Psychology Of a Studier
- Final Exam Preparation

Anthony Bernier

The following exercises and activities represent three terms of cooperation and experimentation involving CSLA'S Study Group Program and Project LEAP. Beyond performing the duties and tasks of an LRC study group, the study group leader (SGL) engaged and experimented with the following language development exercises, while keying them to two guiding principles, **"disclosure"** and **"scaffolding."**

In each study group meeting, the SGL works to develop student responsibility for content-related material (reading, writing, exams). The SGL aims to disclose, teach, model, and practice group-centered process, leading toward handing-over responsibility to students. Thus, students are exposed to a "two-track" study group experience: content and process.

Secondly, throughout the term, the SGL introduces exercises that build student academic skills and confidence about language, especially when working with second language (L2) students. These skills then merge with more introductory exercises, such as the syllabus review, to more complex and difficult tasks, as in writing and editing exercises to achieve a gradual building of skills.

Exercise type: Agenda announcement
When: first daily task (throughout the term)
Name: "Agenda Preview"
Purpose: to disclose to students the number, order, and nature of tasks for each group meeting; to model effective study group etiquette
Description: Study group Leader (SGL) briefly discusses each specific planned task and its estimated duration for the group's meeting. SGL solicits student suggestions for changes in order or structure of meeting and length of exercises.

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Exercise type: Syllabus introduction
When: first meeting
Name: "Syllabus Preview"
Purpose: to define, explain, and discuss major features of and strategic benefits for carefully exploiting the "course roadmap"
Description: Define the syllabus as the professor's outline and description of the entire course. Explain its important features: professor's office and phone numbers, office hours; course requirements (assignments, exams and due dates); listing of textbooks (required and supplemental). Ask students to identify or name difficult terms on the syllabus and to share their own observations or experience.

Also point out more analytical aspects. Discuss the importance in identifying the relative weights of assignment grades, especially if the course requires many non-exam assignments (for example, ask the students to calculate the percentage of smaller, out-of-class writing assignments as compared with a single mid-term exam). Ask students to take note of the number of any content divisions in the syllabus (does the professor divide the course topically or chronologically, for instance if so, ask students to identify which). If no divisions exist on the syllabus, ask students to discuss and speculate ways they might arrange the course's major divisions. Ask students to peruse several week's reading assignments, noting approximate reading loads and lengths of time in between major assignments.

With a term-specific calendar provided by the SGL, request that students "advance" or "signal" due dates of major assignments or exams (for a five-page essay due on May 20, for example, suggest that students remind themselves on the calendar 7 to 10 days in "advance"). Strongly urge them to practice this discipline for other courses as well. This Syllabus Preview serves not only to formally introduce a new academic tool to first-year students, but invites them to: a) exploit aspects of the professor's "roadmap" they might otherwise overlook; and b) refer more frequently to the syllabus.

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Exercise type: Journal Keeping
When: constantly or periodically throughout the term
Name: "Work-in-Progress"
Purpose: to raise students' self-awareness about several topics or issues during the term; provide a venue for expressing reactions, impressions and ideas about course content, "The Process," and/or more private thoughts; furnish the SGL with assessment material for student writing exercises

Description: Through a wide sampling of student journal entries, the SGL can better diagnose students' writing deficits. With student permission, faculty often benefit from such material. For a specified amount of time (10 minutes, for example), ask students to concentrate on an agreed upon topic. The SGL may suggest topics, may ask students for suggestions, and/or may invite faculty-generated topics. Good topics can come from course content material, from the front pages of the daily newspaper, from students' own lives, depending on the SGL's intention in follow-up exercises.

The following provide some example topics:

University and student culture
Do you think that you will graduate? Why or why not?
What specific steps are you taking to make sure you graduate?
What does being a university student mean to your family?
Current topics
The L.A. riots were...
I think the State budget should...
Study habits and skills
Specifically where do you study (on your bed, on the third floor of the library, etc.)? Why there?
What specific steps do you take when you read a chapter?
I am a good/bad student because...
What do you think is more important when you write an essay, the content or the structure?
Student/professor relations
I wish the professor would...

The SGL examines journal writing samples to understand student's general writing concerns, and to specifically assess the writing needs of individuals. Once the SGL assesses these needs and prioritizes them for exercises, the SGL ought also disclose to the group a few of the group's common writing needs. Once students become aware that they share problems with their colleagues, addressing these concerns collectively becomes much easier.

* * *

Exercise type: Reading a textbook for thesis, parallel and subordinate construction
When: as early in the term as possible after Textbook Overview
Name: "Reading From the Outsides-In"
Purpose: to introduce, teach, model, and practice effective textbook reading (without SQR^3 - "Survey, Question, Read, Recite and Review")
Description: While SQR^3 helps students read textbook material more "actively" than they might otherwise, the method fails to address two essential aspects of the academic writing enterprise: thesis assembly and parallel/subordinate construction. Teaching, modeling, and practicing these essential skills with respect to reading provides collateral advantages for taking effective notes as well as for efficient academic writing since all these tasks share a recognition of text structure.

Before discussing specific reading techniques, however, the SGL ought to debunk a persistent lie, a cultural shadow students grow-up under. Academic reading very seldom approaches enjoyment. Academic reading is solitary, difficult, and often boring, irrespective of topic or authorship. Furthermore, as young children, students learn to read books (no matter what their content or purpose) from beginning to end. SGLs, no less than university faculty, ought to disclose these issues from the very first day, so that everyone might breathe a little easier, and then charge confidently ahead with the learning at hand.

The first step in effectively reading a textbook, then, requires instructing students not to read page-by-page. They need to hear this warning over and over again. However, where the Textbook Overview exercise prepares students to become cognizant of the textbook's structural features, and to avoid the dreaded dragging through yet another book page-by-page, we now must build toward more complexity, namely, reading critically to discover and understand the author's central argument or point of view.

Secondly, the SGL must explain, as if for the first time, the definition and purpose of a thesis, where to look for it, where to check to confirm it, and how it differs from a topic and supporting detail. Because students so frequently mistake or confuse the topic for the thesis, the SGL should clearly define the difference. For example, "The Cold War" is a topic, while, "The Cold War benefited some people, but hurt others" is a thesis. A thesis expresses the central, controlling opinion, the author's point-of-view. All the other information tries to somehow support that one idea. If students do not know this, if they do not find it or get it right, reading can lapse into an unsystematic, thoughtless exercise. To avoid this confusion, frustration, and boredom, "Reading from the Outsides-In" advocates identifying a chapter's thesis before plunging further into text material, and reading the supporting details last.

With their books open to the same chapter, ask students to assemble the thesis after reading on their own for a few moments. After they discuss their possibilities collectively, ask them to specifically state how they arrived at their guess. Some will know as much as to look in the introduction and in the opening paragraphs of the chapter, however, many will not.

Reading from the Outsides-In next directs students to the end of the chapter, to its "conclusion" or "summary" section (after reading the introduction, of course), where students need to either confirm or alter their first guess. Does the chapter title support the guess? Then, ask students to identify parts of the thesis in each of the chapter's major heading sections. They may even read the beginnings of the major headings in reverse order, so long as they do not skip any. Then discuss the thesis once again. Point out explicitly that this is the process of thesis assembly. Make sure each student knows what just happened. Make certain each student also knows when, where, and why each step happened.

After thesis assembly, proceed to discuss parallel construction of the chapter's major headings (i.e., major topics) and subordinate construction of each of their supporting details (i.e., sub-headings). Ask students to count the number of major parallel topics (typically 4-6 per chapter). Continually re-examine the table of contents. Ask students to add up the number of parallel topics in the chapter from the book's table of contents. There, in the table of contents, they need to immediately recognize the same number of parallel topics they counted in the chapter itself, and that each one directly relates to and supports the chapter thesis. [This provides a good opportunity to point out how every chapter in the book represents itself a parallel construction with every other chapter. In this way, chapter theses become supporting details for the book's overall thesis].

Return to the chapter at hand. Ask students to count the number of supporting details under one sub-heading. Then immediately skip to the next sub-heading to determine the number of supporting details there. Then the next. Proceed until the end of the chapter; in general, expect to find 3-5 supporting details per sub-heading.

Once students feel confident about identifying the major opinion, point-of-view (the thesis), of the chapter, then the major topics begin to make sense; so do the supporting details because now they recognize the skeletal structure. Then, and only then, does the SGL encourage more detailed text reading.

To reiterate, read for the thesis, first (in chapter's beginning, in its title, in the conclusion/summary, and between the major topics). Next, scan each major topic. Refer to the table of contents. Next, scan each major topic to identify sub-topics. Now, read.

Restate for students that they must unlearn their old reading habits. Some may think of this as "cheating." Reassure them that academic reading shares the same structure as academic writing, and that the group needs to analyze academic writing as well, and will, later in the term. But the structure of a single thesis, supported by parallel topics and subordinate detail, remains the same in either instance, regardless of the academic discipline!

Furthermore, remind them that this method of reading requires some discipline at first (it counters almost everything they ever learned about reading), but that together the group will practice and improve throughout the term. They can look forward to understanding what they read better, remembering it longer, and suffering for it a whole lot less. From this point forward, require students to seek out the thesis in readings and lectures, and to identify topics in parallel construction, so when the time comes to help ready them for the "Final Exam Preparation" (see below) they will be ready.

* * *

Exercise type: Learning signal words
When: after "Reading From the Outsides-In"
Name: "Signal Words"
Purpose: to aid student recognition of two types of words that identify transitions in argument and highlight parallel constructions in text material and writing

Description: Explain that authors often provide clues to highlight when they introduce a transition in their argument or when they wish to provide a parallel point to support their argument or thesis; we shall term these clues "signal words." Ask students to read a pre-selected passage from the textbook while trying to uncover several examples. Then ask them to discuss the purposes of these terms and the differences between them. Ask them to make a list of some of these terms. Suggest that someone record them on the chalkboard; others ought to copy them into their notebooks. The SGL should confirm the correctness of the group's lists, and make certain that students identified the more common signal words:

transition signal words	parallel signal words
yet	first
however	second or secondly
nevertheless	third or thirdly, etc.
on the other hand	finally, lastly
while	another example...

The SGL should proceed to discuss how these signal words illustrate a well-organized writing style, how they aid the reader in understanding a writer's intention to transition into a new line of argument, as well as how they help the reader recognize parallel points of an argument. Point out that students need to try to use more signal words in their own academic writing because they improve clarity.

* * *

Exercise type: Language versus content vocabulary
When: start as soon as possible and use each session
Name: "Language vs. Content"
Purpose: to raise student awareness of the difference between general English language vocabulary and content-specific terminology; to offer students an opportunity to define their own discussion topics; to validate language acquisition issues of less-confident L2 students

Description: On the first day of the exercise, carefully discuss the difference between content-specific vocabulary (e.g., "V.J. Day," "scalawags," and "New Left," in history, for example) and unfamiliar words, terms or phrases from reading assignments and lectures that do not specifically refer to course content material (e.g., "that was just Alice in Wonderland," "two-front war," "herculean task"). Second, ask students to review that day's lecture notes and help you assemble lists of examples from each of the two categories. Write them in two lists, on the chalkboard. Disclose to students that they can usually find content vocabulary from readings or lectures in the text's index or in a dictionary, but not non-content terms, which frequently hold colloquial, cultural, or anecdotal meanings.

Third, ask for discussion on disagreements with the way the terms on the board group into content/non-content lists. This may raise useful commentary and sharpen the distinction between the lists and help students with marginal understanding.

Fourth, ask students to determine priorities for addressing the more essential content vocabulary on the board; then tell them that you plan to return to the list later in the meeting (note: if the list of content vocabulary appears too long, suggest that students split the list into two-tiers - an "A" tier for the terms they agree are obviously important, and a "B" tier, for less important terms to discuss if time allows). This helps students learn how to prioritize discrete details, as well as emphasizes the value of their time together in session.

Fifth, ask if anyone holds an especially burning desire to know the meaning of any non-content terms (this question helps students again focus on the contrasts between the two lists, while still receiving support for terms they don't individually know). If so, train students to ask each other first, before defining a term. Explain the importance of keeping the group focused on content. Recommend that they stay clear as much as possible from bogging down on too many non-content issues - because they tend to generate only peripherally important discussion.

Once the SGL models the effective prioritization of content/non-content terms, urge the students to: a) keep a running list of these terms while taking daily lecture and reading notes to bring back to the group, and b) write them on the chalkboard just before each study group meeting. The SGL might also suggest that students bring a list of terms (especially non-content terms) into the professor's office hours during the Faculty Office Hours Task Force exercise which follows.

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Anthony Bernier

Exercise type: Differentiating academic discourse patterns from informal discourse patterns
When: during first-half of the term
Name: "Writing To An Audience"
Purpose: to make explicit the differences in writing styles for an academic audience as opposed to an informal audience; to provide practice writing in each style
Description: Many students do not know that an academic audience demands a different writing approach (a different "discourse") than other audiences. Consequently, students often lapse into an inappropriate informal voice and style in their academic writing. Briefly review the basic structure of the academic discourse pattern employed by the academic community in the United States (this ought to reinforce earlier exercises on textbook overview):

I. Introduction
II. Thesis statement
III. Supporting details
IV. Restatement of thesis and conclusion

Also discuss casual and intimate communications, the words and images of informal conversation or notes. Invite students to recall recent conversations with friends to highlight speech patterns, slang, common and intimate referents. Here the SGL can relate personal stories and conversations about relationships, regrets, or future plans, etc. Now suggest how students might translate these same topics into a more formal style. Ask them for oral suggestions about how they might adjust their use of words and language. Provide students with an everyday campus scenario, for example:

> *Imagine typing the last three pages of your 15-page term paper on a campus computer when a campus-wide electrical failure hits. You have not saved your document on the computer's memory in hours. In other words, you just "lost" the paper. Your paper is due in two hours and university officials evacuate the campus without announcing when they expect it to re-open.*

Invite students to individually write a ten-minute journal entry about the event (their feelings, responses, solutions, etc.), addressed to an old friend who does not attend college. Ask for a few volunteers to read their entries aloud; ask the others to take particular note of the tone and vocabulary of the samples.

Next, ask students to write a ten-minute journal entry, addressed to a hypothetical professor, explaining the situation and proposing a solution. As before, ask for volunteer readings and request that students again discuss the tone and vocabulary.

Make certain each student understands the difference between audiences and the implications for writing. Provide personal anecdotes to highlight and reinforce audience-specific writing styles. Discuss the importance of keeping an academic audience in mind when writing for a class assignment (for example, avoid contractions, slang, etc., in formal academic essays). Recycle this issue of audience when students later perform peer-review of writing exercises.

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Anthony Bernier

Exercise type: Taking better lecture notes
When: as soon as possible, after group building and thesis identification
Name: "Cheating at Lecture Notes"
Purpose: to facilitate critical discussion and sharing of various note taking methods; to introduce students to working in dyads
Description: As with most exercises, disclose the general purpose of an exercise before proceeding with the agenda so students know what to expect and so they come to understand the value in previewing a meeting's agenda. Disclose plan and steps, model and give examples, discuss the importance of practicing (students often need to unlearn many unhelpful study habits they bring when they first arrive at the university), and provide opportunities for them to observe and help each other. Alert students, at least one lecture in advance, of plans to employ peer-review of personal lecture notes; also, alert them not to write their names on the notes. Urge them to take notes as usual, but to pay attention to their own note-taking style (what kinds of things do they listen for; what kinds of things do they write; what things do they tend to leave out; do they abbreviate; do they use an outline or a narrative form; etc.).

At the appointed session, ask students to place that day's lecture notes into one pile and arbitrarily pair students off into dyads. Pass the pile around so that each student picks one anonymous set of notes, and instruct them to carefully read the notes. Tell them to write their observations on a list because someone else will read their comments. Later, compile the lists and randomly redistribute them. This further insures student anonymity as well as points out many of the habits they have in common.

Next, suggest that students list observations taken from the lecture notes evaluations. Make two lists on the chalkboard a) name the good features of the lecture notes; and b) what features of the notes need improving? Ask them to discuss which good and bad features the group shares. The SGL might share personal examples and preferences. Strongly advise students to copy all these ideas into their notebooks.

If students skip some of the key features of good note-taking in their observations and comments, interject the following:

a) leave a wide margin (either left or right) on each page for student's own comments, questions, or difficult vocabulary words
b) write the topic of the lecture, not merely the date, on the top of the page
c) invent and practice abbreviations
d) do not use unnecessary verbs and articles (has, was, the, it, etc.)
e) do not leave the lecture room without identifying and writing the thesis (the main opinion, point of view) of the professor into the notes and write it at the top of the page, underneath the topic! Ask group colleagues about the thesis if necessary.

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Anthony Bernier

Exercise type: Answering "identification questions" (i.e., "short answer")
When: preferably before an in-class mid-term, (otherwise, the day the professor returns an exam), but certainly before an in-class final exam
Name: "Elements Of a Good I.D. Answer"
Purpose: to define important features of "short answer" questions; to provide strategies for superior performance
Description: "Short answer" questions on in-class exams typically ask students to situate a specific name, idea, or event into a larger context. Ask students to describe their current approaches to short answer questions, then discuss several systematic approaches to short answer questions: "the-five-'W's-and-an-'H'," (who, what ,when, where, why, and how).

Secondly, remind students of "Webbing," which requires placing the I.D. topic in a circle and drawing lines away from the center, with each line attaching to one aspect, fact, or detail about the topic at the center. After writing the details, students need only prioritize them and inject them into two or three sentences.

Still a third device requires that students follow the old saying, "look both ways before you cross the street." The saying can also remind students that an I.D. question requires not only definition of the specific topic, but also (looking "the other way") by situating the topic into the larger course context. For example, "social," "political," and "economic" remain common categories of addressing a short answer topic in history and political science courses. In selecting these categories to define and contextualize "Brown v. Board of Education," for example, a better answer will "look both ways" at the term's social, political and economic implications. More specifically, rather than discussing how one social group benefited from the court's decision, a better answer would also briefly recognize other group reactions as well.

Remind the group that each of these methods emphasizes that short answer responses can and must respond systematically and consistently to questions, rather than making them feel victimized by a scatter-shot, hit or miss approach. Armed with more systematic methods, their studying effectiveness and confidence in exam taking increases.

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Exercise type: Short-term memory technique
When: prior to in-class exam, after discussion of parallel and subordinate construction
Name: "Fun with Acronyms"
Purpose: to emphasize subordinate constructions; to provide short-term memory hint for recall of essential material
Description: After students prepare a specified reading assignment, ask them to refer to the textbook's table of contents and identify each sub-topic (typically expect 3-5). Write these on the chalkboard. Ask them to then select one letter representing each of the sub-topics, write each of these on the board. Now ask them to create a word (real or not) from each of the letters. For example,

Chapter topic: The 1930s
Sub-topics: New Deal }
The Other Side } = N.O.G.
Great Depression }

Caution students that they must still know and understand supporting details from each of the three sub-topics. But this one technique, when used with discretion and practice, helps distill whole chapters into much more manageable units, especially when remembering material for in-class essay writing.

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Exercise type: Structuring and ordering details
When: early in the term and often
Name: "Webbing or Clustering"
Purpose: to provide students with instruction, modeling and practice in assembling discrete supporting details on a specific topic

Description: In order for students to effectively and self-consciously find, collect, and order facts and details to develop and support a thesis of their own, they first must learn some form of assembling a sometimes overwhelming amount of material. [Note: this example uses material from a hypothetical textbook subheading section; other examples might draw from a take-home exam question, a student writing sample, a lecture, or a newspaper article]. Articulate what they stand to gain from this important academic skill, (breaking down and re-assembling details - otherwise known as "evidence" - subordinate to a thesis or major topic). Students who master this skill read texts more efficiently as well as write more effectively.

Next, disclose the steps you plan to introduce to them. Some may already know similar techniques; encourage these students to relate their experiences. First, ask students to carefully read a subsection of a specific textbook passage. Second, draw a large circle on the chalkboard and inside, write the topic of the subsection. Third, ask students to identify the specific supporting details, the evidence for the thesis mentioned in the passage. As they do, draw straight lines away from the circle and write down the students' suggestions; repeat until a long list of details appears on the board.

Stop the exercise now, and return to it later. Upon returning, ask students to prioritize the evidence in order of importance to the topic in the circle. Then, return to the text. How do their priorities match with the priority of details in the textbook? On what points do they agree/disagree with the book's list? Point out that identifying evidence, and combining details together into larger categories actually require similar processes. Therefore, students ought to see the next step as only a reversal of the first.

Based on another subsection of the textbook, write a jumbled list of details on the board. Ask a volunteer to facilitate a web exercise: draw a circle, and require the others to identify the details on the outside of the circle. Then, give students ten minutes to individually (or in small groups) prioritize the details and write (or outline) a paragraph to include each of the details. Throw-in a bogus detail or two to illustrate how decisions are made to include or exclude details based on relevance.

Make certain each student realizes how to perform each step. Ask several to review the steps. Solicit comments. Add anecdotes. Discuss the varieties of applications for such skills in gathering, evaluating and ordering evidence. Discuss what to leave in and what to leave out. Point out that people actually perform similar tasks in daily affairs, at the store, at work or regarding family decisions, except people seldom write down all the "evidence" or details on paper.

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Exercise type: Answering essay examination questions
When: preferably before an in-class mid-term (otherwise, the day the professor returns an exam), but certainly before an in-class final exam
Name: "Elements of a Good Essay Answer"
Purpose: to define important features of essay questions; to provide strategy for superior performance
Description: Review the following tips in lecture style, but encourage comments and questions:

1) read the whole question, several times;
2) write on the exam itself; "Diagram" or "break-down" the question into its component parts. Circle or underline key terms and cross-out all the unnecessary words - this helps to focus only on the question's important words and instructions;
3) construct webs of all the important question parts on the back pages of the exam book, remember the study acronyms;
4) scan the exam for any short answer topics that may help in remembering other details;
5) select a structure for the answer (organization by time period, by topic, etc.), and sketch a brief outline on the back pages of the exam book using web details and acronyms;
6) after the outline sketch, develop a brief thesis based upon the evidence, details, and examples from the course content;
7) develop the essay based upon the details and evidence presented in class lecture or reading assignments only (unless explicitly instructed otherwise). In other words, do not answer a question supported by individual beliefs or experience.
8) write the essay, use as many signal words (i.e., connectors such as "First," "In contrast," etc.) as appropriate to illustrate an intentional ordering of parallel points and transitions.

* * *

Exercise type: Enhancing written expression
When: mid-way through the term, or later
Name: "Bad Word List"
Purpose: to raise student awareness of overused and thoughtlessly used language; to provide explicit models for improving their written work
Description: This exercise reviews a few simple grammar elements and raises student awareness of common writing problems. Begin by defining the following grammatical elements:

- verb: expresses action or condition of being
- passive voice: the subject receives an action (e.g., The students were outraged by the fee increases and stormed the chancellor's office.)
- pronouns: reference to persons or things ("pro" is Latin for "for")

Discuss the common overuse of "to be" and "to have" verb forms. Make specific note that overuse renders writing less fun and reading boring. Provide a sample paragraph or two from a book, newspaper, office memo, etc., and ask them to circle any form of either verb. Write the following on the chalkboard:

"to be":	am, are, is, shall be, will be, was, were, have been, had been
"to have":	have, has, having, had

Next, write a sentence using one of the sample verbs on the chalkboard. Ask students for suggestions to re-write the sentence without those verbs (i.e., by supplying more precise, descriptive verbs). Ask them to discuss the new sentence. Point out the simplicity and stronger effect achieved by using a larger variety of verbs. Discuss the practice necessary to avoid "to be" and "to have" verbs, and ask them to suggest ways to avoid using them. Challenge them to turn in a written assignment with at least one page devoid of "to be" and "to have" verbs. Strongly suggest they write down the above list and refer to it as they write their assignments.

Pronouns also hamper student prose because they often obscure reference and, therefore, meaning. Discuss the definition of pronouns. Provide a list of the most common; ask them to write the list down along with the above verb list:

it
she/her
he/him
we/us
they/them
this
that
these
those

Challenge students to also dramatically reduce their use of the pronouns on this list for at least one page of their next writing assignment.

Together, the above list of words represent the "Bad Words." Continually refer students to this list. As students feel more comfortable reading each other's writing, they can, as group members, take a larger role in observing "Bad Words" together, and so reinforce better writing habits themselves.

Third, discuss passive voice construction. As with the "to be" and "to have" verb forms and pronouns, passive voice does not necessarily break grammar rules, yet overuse and unconscious use prevents sharper writing from breaking through. Return to another SGL-provided writing sample. Ask students to identify each passive voice construction, for example, "That professor was *impressed* with my essay." Write several of the sentences on the chalkboard. Ask them to suggest ways to change the voice from passive to active voice. Many students find this exercise difficult because they arrive at the university unfamiliar with the formal vocabulary of grammar, although they can usually identify better writing. Thus, the example, "I *impressed* that professor with my essay," clearly sounds better to students than, "That professor was impressed with my essay," but they may not exactly know why. Providing a few explicit examples and simple practice exercises assists students in recognizing these constructions in their own work.

Lastly, remind students that these simple suggestions dramatically improve the clarity and effectiveness of their writing, but that eliminating these poor habits requires awareness and practice.

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Exercise type: Introduction to faculty office hours
When: as soon in the term as possible
Name: "Faculty Office Hours Task Force"
Purpose: to provide a supportive, informal, safe and structured first faculty office visit

Description: Define Faculty Office Hours. Debunk myths. Provide personal anecdotes about anxiety, hesitation and good/bad experiences. Ask students to discuss their perceptions of "office hours," and "What happens in there, anyway?"

Form small groups into Faculty Office Hour Task Forces ("FOH Task Force"). Instruct students to prepare one "serious," (i.e., course-content-related question or topic), and one "informal," (non-course-related question) to ask the professor. Strongly suggest that students write down the questions before the visit. Require students to plan a professor visit as a group and to informally report back to the study group.

* * *

Exercise type: Campus life discussion
When: any time after group building
Name: "The University as Community"
Purpose: to familiarize lower-division students with the variety and depth of campus experience, to instill sense that university students need to reach-out, take initiative and explore the academic community

Description: Study group students, by definition, come from "non-university" families and thus probably do not realize the diverse campus opportunities available to them as students, yet their registration fees directly fund many of these opportunities. The SGL ought to systematically discuss academic support services available both through LRC (e.g., study groups, one-on-one tutoring, Writing Center, Study Skills and Computer Software Workshops); and on campus (computer labs; free public lectures, forums and symposia featuring noted public figures discussing important topics, free student films and other leisure activities in the Campus Center; and the campus newspaper. Invite students to continually discuss "campus culture" and share experiences throughout the term.

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Anthony Bernier

Exercise type: Discuss student need for writer's handbook
When: prior to first written assignment
Name: "Advice to Student Writers"
Purpose: to promote personal ownership or library access to basic writer's reference/handbook
Description: Mention to students the versatility of a good writing guide in helping with issues of grammar, usage, and style. Aid students in realizing the value of personally buying a writer's guide: Divide the cost of a (hypothetical) $12.00 purchase into the number of research papers and take-home essays for one (hypothetical) term, then by the number of terms in an academic year, then again by the number of years in an average undergraduate experience. Inform students that such items for purchase exist in the General Books section of the campus bookstore. But also mention that the university library contains many for reference and circulation.

* * *

Exercise type: Plagiarism discussion
When: prior to first writing assignment
Name: "What is Plagiarism, and What is it to You?"
Purpose: to thoroughly define and explain plagiarism
Description: After asking students to discuss the definition of plagiarism, situate it within the spectrum of original authorship and academic writing. The SGL should provide negative examples, anecdotes, analogies and consequences. Ask students to discuss ways to avoid plagiarism (define and model academic citation style and paraphrasing, for example). Mention that students can refer to writer's guides or any quality dictionary for guidelines.

* * *

Exercise type: Forming cause and effect arguments
When: as soon as possible after webbing exercise, and often
Name: "More Fun With a 'T'"
Purpose: to define cause and effect argumentation; to expand the application for webbing; to work in small groups; to prepare group for The Great Debate exercise
Description: Discuss and solicit suggestions for defining cause and effect relationships. Provide examples. Disclose that careful writing and reading must differentiate between cause and effect, but that doing so takes practice. This holds especially true for history; causes (come before and leads to a result/s) and effects (results following a cause/s) link chronologically together. Therefore, students must understand this sequence.

Surface a specific current event for a discussion and ask students to identify several causes. Ask a student to facilitate a webbing exercise to record the responses on the chalkboard. Then ask for the effects (the results) of those causes. Similarly, record suggestions on the chalkboard with a web graphic.

Assemble students into small groups of three to five. Direct them to construct a web of causes on a topic they recently prepared for a reading assignment. [Suggest that they write the ideas down so that the group can return to them for later exercises.] Give them about ten minutes to construct the web. Allow them to refer to their textbooks. Later, ask a volunteer to diagram this web on the chalkboard. Permit a long list. Defer to the group's opinion on contested causes. Reassemble the small groups, this time for focus on the effects of the same topic. Ask another volunteer to record the group's suggestions on the chalkboard. Prompt the group to uncover any changes they feel appropriate concerning any earlier contested causes.

Now draw a large "T" on the chalkboard. Write the topic on the top line. Ask a student to transfer the cause items to one side, the effect items to the other. Next, suggest that they discuss and prioritize each of the two sides of the "T." Finally, ask students to facilitate their own discussion as to which side compels them as more important (in other words, they must form a thesis).

Make certain students understand the sophistication of the exercise they just performed: They compiled evidence, ordered that evidence, and formulated an opinion, (a judgment, a point of view, a *thesis*) supported by that evidence. Draw analogies to how the textbook tries to do the same thing with chapters, subheadings, etc. Reiterate that well-written university term papers and essays follow these same steps.

* * *

Exercise type: Assembling categories
When: soon after Webbing
Name: "Building Categories"
Purpose: to illustrate that reversing the webbing exercise provides advantages in synthesizing large numbers of details into manageable units (i.e., categories)

Description: Whereas "Web" practices can yield lots of interesting facts and subordinate data, students must also know how to reverse the extraction process and move to a higher level of abstraction, because very long lists of examples detract from a tight focus in essays and term papers. Ask a volunteer to lead a webbing exercise, using the chalkboard, on a student-selected current affair or campus topic. Allow a very long list to develop. Next, ask the group to identify some of the common elements of the web; in other words, group similar details into categories, and begin a separate and smaller list of those categories on the chalkboard.

On the topic of registration fee increases, for example, distill all the details from the student perspective (e.g., more "drop-outs" due to high fees, need for more student jobs, students who already work full-time, or single parents, etc.) into the "student" category. Write this on the side list. Do the same for "faculty," "administration," "campus staff" and "taxpayer" categories. Suggest that students might now find it easier to discuss or write a few clearly organized paragraphs, about the concerned parties and interests involved in registration fee increase. The principle, however, remains very important - lots of details and evidence, once gathered, must distill into a few categories to make written or oral presentations effective.

For a simple critical thinking exercise, examine one example of the students' web closely by discussing the category to which it belongs. For instance, if the detail refers to African American students (a racial category), ask the group to explore other racial categories to generate new questions; what about Asians, Anglos, or Chicanos, for example? Answers change as new questions surface. If the text discusses the attitudes of voters, for example, students might ask about attitudes of non-voters, and so on.

For further practice, refer back to the lists that students assembled during the "More Fun With a 'T'" exercise. Ask them to formulate categories for the cause and effects details they identified.

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Exercise type:	Peer-review of student writing samples
When:	after return of first writing assignment
Name:	"Using Mirrors to Improve Writing"
Purpose:	to analyze a model "A" paper; to exploit collegial relationships for writing improvement

Description: The SGL must obtain copies (with permission of the professor) of an anonymous "A" paper written on the same assignment as the group. Remind students of the "Reading From the Outsides-In" techniques practiced earlier in the term. Inform students that the paper came from the same assignment as theirs, and direct them to read the "A" paper for organizational structure (not content) and to identify the thesis and any signal words introducing parallel details. Ask students to point out the "A" paper's "Bad Words" as well.

After reading the paper, ask students to reconstruct the writer's outline, assemble the thesis, and identify the subordinate categories used to support the thesis. Write these on the chalkboard. From the categories the writer used, ask students to name a few the writer did not, (i.e., did the writer include one social group and not another, one political interest but not another, one organization and not another, etc.). Also write these suggestions on the chalkboard.

Second, ask students to compile a list of the paper's strengths and weaknesses. Did the writer use "Bad Words" (or precise, descriptive verbs)? Did the writer use signal words for transitions or to point out subordinate construction? Elicit suggestions for changes. Did the writer maintain focus on the academic audience, or fade in and out with an informal voice? Assemble an acronym for the writer's subordinate details as if the essay came from a chapter in a textbook. Remind students that these questions come directly from earlier exercises and that they represent steps in the practice and building of critical reading and writing process. As students gain confidence with these specific criteria for reading and writing, and as they practice these in various ways, they begin also to develop critical thinking skills.

Ask students to bring their own graded essays to the next group session.

At the next group session, pile all the essays together and shuffle them. Randomly redistribute all the essays so that each student can read and critique a colleague's. Ask students to evaluate and analyze this essay using the same questions and criteria as for the "A" paper (i.e., reconstruct the outline, assemble the thesis, and identify the subordinate categories). Make sure they take notes on their observations.

Next, ask a volunteer to compile a list of the group's collective positive and negative observations one-by-one on the chalkboard without mentioning the name of the student's work they read. This anonymous process permits each student to observe the collective's common mistakes without personal disclosure. Solicit suggestions for improvement.

* * *

Exercise type: Practice debate argumentation
When: after"More Fun With a 'T'"
Name: "The Great Debate"
Purpose: to exploit and expand earlier exercises on evidence identification, ordering, and argument through a full-blown social dynamic
Description: Select a highly contested, sufficiently complex, content-based topic directly from the textbook (e.g., slavery, or the 1960s). Disclose that this exercise contains elements of many previous exercises and that they ought to refer to them in building the present debate exercise. Write the names of these exercises on the chalkboard ("More Fun With A 'T'," "Webbing", "Signal Words", "Reading From the Outsides-In", "The Process"). Inform the group that in utilizing these skills they can capably assemble an entire debate, and that the present exercise provides practice in doing just that.

Divide the group into two "sides"; configure the room so as to provide lots of open space between the sides. Ask students to consider, name, and prioritize the necessary steps in assembling an argument for a debate (e.g., "Group Process," assembling a "T," "Webbing," forming categories, parallel and subordinate construction, and thesis assembly) before they begin. The students' suggestions may still sound disorganized. If so, refer the group to the chalkboard list and point out how each exercise builds from earlier reading stages, through evidence identification (i.e., "supporting details"), and evidence ordering, to thesis assembly. Reassure them that they already practiced each of these tasks, so now they need only stick to the sequence to succeed and practice good group process.

Further separate each "side" into two smaller sets. Announce the topic for debate and assign each side to a "pro" or "con" position. (For example, with respect to content material presented in lecture, class or readings, on the topics of slavery or "the 1960s," ask, "Are laws effective in changing social beliefs?") Disclose that in assigning "pro" and "con" sides the SGL implicitly assigns each side to a thesis, but that in essays and term papers the thesis must come from the student.

Inform the group that the first phase of a debate requires evidence collection from both sides of the issue: Each side must compile both arguments but must prepare to argue the superiority of one side over the other, and set them about the task for approximately twenty minutes. Circulate around the discussion sets to insure that students facilitate group process, that they focus on web building and "T" construction, and that they compile evidence on more than one side of the argument.

After twenty minutes, ask for questions or comments thus far into the exercise (e.g., "How is group process holding up?") Next, combine "pro" and "con" sets, informing them that they now must join together and prepare to debate the opposing side. Suggest that they somehow prioritize their list of web/"T" items. Allow ten minutes for comparing notes and strengthening arguments.

At the time limit, ask once again for questions or comments. Spatially square-off the two sides against each other and allow for fifteen to twenty minutes of student-facilitated debate. Beyond trying to win, students also need to develop and execute argumentation (to provide evidence and thesis) that responds to the opposite side of the debate.

Finally, facilitate a SGL-led discussion of both the process and the content value of the exercise. What specific process steps did each set employ to insure wide participation and contribution? Which steps worked better than others, why? How did disagreements find resolution? How did sets maintain focus? In addition, how did evidence-gathering and study skills help each side to arrive at a thesis and thesis support? Make certain that students recognize how each side of the debate presented compelling evidence and that the only real difference in the arguments came from presentation, prioritization, interpretation, and delivery of evidence. Just as authors in any textbook must do, when students compose arguments or theses for essays or term papers, they must present evidence from more than one side.

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Exercise type: Individual writing consultation
When: after "Using Mirrors To Improve Writing" and when students can successfully utilize group process
Name: "One-On-One With The SGL"
Purpose: to diagnose and remedy specific, chronic writing deficits
Description: While students execute "group process" for that day's lecture, meet with students individually for ten to fifteen minutes. Prepare students in advance for this meeting by announcing the individual meeting agenda and the SGL's expectations: a) ask students to prepare a list of the three to five most difficult aspects of their writing; b) check if the student understands those difficulties clearly and help with definitions if necessary; c) probe to determine if the student accurately assessed deficits; d) provide specific suggestions for avoiding the problems, as well as ways for the student to diagnose his/her own work; e) reinforce student purchase of a writer's guide; and f) if necessary, recommend a visit to the campus Writing Center.

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Anthony Bernier

Exercise type: Discussion of the studying habit
When: before any major assignment
Name: "The Psychology Of a Studier"
Purpose: to disclose common patterns of studying behavior
Description: Ask students to discuss their approach to studying: How do they get into a "study zone" (ie., how do students prepare to sit down and get to work; what specific rooms or places do they study in; what seating do they prefer; how many hours do they study at one time; does music in the background help or not; etc.) Disclose SGL's personal habits and behaviors. Note familiar patterns common to all students: anxiety from impending deadlines, assignments, exams; panic (frustration and fear that you don't "have a clue" where to begin); isolation and loneliness (studying is fundamentally a solitary process).

Although common and predictable for every class, students must understand ways to avoid chronic procrastination and become self-motivating. Discuss steps that can help bring focus, energy, and confidence back to the rigor of academic study. Solicit student suggestions and also review the sources, skills and techniques that the group regularly practices such as reliance on group colleagues, "Reading From the Outsides-In," "Webbing," "Building Categories," "Bad Words," etc.. These techniques prevent procrastination from settling-in too deeply and provide beginning steps toward a more efficient and effective study effort.

Procrastination frequently results from thinking about the entire study project ahead, the SGL should point out that starting with small, incremental study steps often helps. By breaking down the assignment (reading, writing, or just "studying") into the discrete elements such as the group has learned and practiced throughout the term, they can avoid common procrastination patterns. The SGL ought to disclose personal procrastination stories to the group, as well as favorite techniques to avoid such patterns. The SGL ought to also mention how motivating oneself is a continual challenge to even the best of students.

* * *

Exercise type: Term-ending review session
When: week before final exams
Name: "Final Exam Preparation"
Purpose: to provide course content review; to model structured final preparation process for academic examinations
Description: Prepare students three weeks in advance for "Final Exam Preparation" activity by asking them to consider a three-hour block of time during Exam Week prior to the course's final exam. Notify students, at least two weeks prior to the final meeting, to think about a list of items necessary to best exploit the three-hour review time. Compile a list of student suggestions as to how they think this ought to be done. By the end, make certain the following appears on the list:

a) thesis card (3x5) for each course lecture
b) thesis card (3x5) for each chapter from text(s)
c) allow students to evenly divide text material among themselves, and to select, specialize and lead brief group discussion on a small number of potential identification questions or topics
d) one-page (maximum) description/list of purpose(s) for any professor-assigned, in-class assignments. In other words, prepare a list of the professor's intentions for each assignment
e) each student assembles one or two "educated guesses" for essay questions, and prepares a thumbnail outline for them
f) list of any outstanding major ideas or questions

Explain that a "thesis card" merely records the thesis of a chapter or a lecture on a single card in order to allow for quick reference. Remind students that the cards must be prepared before the final exam meeting, along with the list's other items. Reassure them, however, that when they come sufficiently prepared, the final review session will be dramatically more productive.

Inform students that the SGL can, if they desire, review essay and short-answer techniques. On the week before the review session, ask students to determine the agenda and duration of each activity, (e.g., tasks, breaks, snacks, etc.) On the day of the review, announce the agenda as usual. As the group moves down the agenda insure that students assume responsibility for adhering to pre-set time limits so that discussion remains focused on content.

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LEAP

LEARNING ENGLISH-FOR-ACADEMIC-PURPOSES
AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Training Manual
Year Two

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PROJECT LEAP: Learning English-for-Academic-Purposes

TRAINING MANUAL - YEAR TWO

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INTRODUCTION

This training manual is a product of Project LEAP - Learning English for Academic Purposes - a Fund for the Improvement of Postsecondary Education (FIPSE) supported project at California State University, Los Angeles (CSLA). One of 20 campuses of the California State University, CSLA is a comprehensive urban university serving a student body of approximately 21,000 students, many of whom are high risk, first generation students from the ethnically diverse communities which surround the campus. Project LEAP seeks to improve the academic language skills of language minority students, both native and foreign-born, by enhancing the curriculum and teaching methods of selected general education courses and supplemental peer-led study groups. The primary target populations for Project LEAP are immigrant or native-speaking English bilingual participants of CSLA's Educational Opportunity Program (EOP), an academic support program for low income students, 54% of whom are Hispanic, 14% Asian, 8% African-American, and 2% white. Thirty-three percent of CSLA's EOP students are admitted to the university on special admission status, having SAT scores and high school grades below the level which would otherwise qualify students for regular admission.

Project LEAP consists of four major components: 1) study group courses, team-taught by peer study group leaders and language specialists, which are paired with selected general education courses; 2) faculty development training to assist instructors to incorporate language sensitivity and academic skills instruction into their general education courses; 3) curriculum modification to institutionalize language-sensitive instruction into the targeted general education courses; and 4) project continuity and dissemination to train future instructors and study group leaders and share project results at CSLA and with other colleges and universities.

The activities and exercises presented in this manual were developed for the three courses targeted in 1992-93, Year Two of project funding: Political Science 150 - Introduction to American Politics and Society, Sociology 201 - Principles of Sociology, and Speech 150 - Oral Communication. The materials were designed for use in these three general education courses by the study group leaders, language specialists, and course professors. Some of the materials were developed for use in the study groups, others were designed to be used in the lectures; in some cases, the materials can be used either in the study group or the lecture. All have as their goal assisting students to improve their academic language skills. We believe the materials can be used effectively with all underprepared undergraduate students, regardless of language background, who need assistance in mastering academic English.

This manual builds on the efforts presented in the Project LEAP Training Manual - Year One. Some of the exercises and activities were first developed for use in Biology, History, and Psychology - the 1991-92 Project Leap courses - and have been adapted for Political Science, Sociology, and Speech. Other exercises and activities were developed for the Year Two courses. We encourage you to use the two manuals in conjunction with each other in order to get a complete picture of Project LEAP activities to date. Our goal by the end of the three year effort is to provide a comprehensive treatment of the key academic language skills required in the general education curriculum.

The manual is divided into four main parts: Part I provides an overview of the existing CSLA Study Group Program, including sample activities key in the study groups. Part II presents materials developed for use in Political Science 150, Part III contains the exercises designed for Sociology 201, and Part IV the Speech 150 materials. While the activities and exercises were designed specifically for the three targeted courses, they are also meant to have more broadly based application. That is, they serve as models of language enhanced activities and exercises which could be used in any general education course where improved academic language skills is the goal. We invite the users of the manual to employ the materials in the three CSLA courses for which they were originally conceived, to adapt and modify them for use in other CSLA courses, or to tailor them as needed for courses at other colleges and universities committed to improved instruction for language minority students.

A companion document, the Project LEAP Evaluation Report, provides a complete student profile and summarizes student performance to date. The Report and the Year One Training Manual are available upon request from:

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PART I

THE STUDY GROUP PROGRAM

Each quarter, the CSLA Study Group Program offers approximately 20 one-unit study group courses in conjunction with popular general education courses for high risk, first generation ethnic minority student participants of the Educational Opportunity Program (EOP). Our data show that students who participate in study groups achieve higher grades (on the average .5 grade point higher than students who do not participate in study groups). In addition, study group students have fewer D, F and W (withdrawal) grades than non-study group students. These data confirm that our Study Group Program, now in its thirteenth year, is very effective in improving the academic performance and retention of high risk ethnic minority students. (Please refer to the Project LEAP Training Manual - Year One, for a more detailed description of the CSLA Study Group Program.)

Project LEAP was conceived as an enhancement of our successful study group effort in response to the needs expressed by peer study group leaders for assistance in helping language minority students master academic English skills. In Year One of Project LEAP, study group leaders teamed with professional language specialists to enhance the curriculum of the study group courses offered in conjunction with Biology 165, History 202B, and Psychology 150. In Year Two, as study group leaders worked with Political Science 150, Speech 150, and Sociology 201, they also focused on another important agenda, namely, to test and improve activities developed by Project LEAP in Year One, for implementation by all CSLA study groups.

To this end, a LEAP study group team initiated by Steve Teixeira, the Coordinator of the Study Group Program, and led by Anthony Bernier, LEAP team leader and former History 202B LEAP study group leader, met regularly during Year Two to identify several LEAP activities they wished to introduce to all CSLA study group leaders. This team innovated, explicated, and refined Year One activities for use by a wider audience of study group leaders and their students. They also developed several new language instruction activities for the growing LEAP toolbox. Throughout Fall and Winter quarters, the LEAP study group team presented and modeled several LEAP activities to other study groups leaders at the regular bi-weekly training meetings. In addition, Anthony Bernier observed the study group leaders in their group meetings with students as they experimented with the new LEAP activities.

The activities which the LEAP study group team tested or developed were: 1) Reading from the Outsides-In; 2) Language vs. Content Vocabulary; 3) Mapping, Clustering and Webbing; 4) The Panic List; and 5) Essay Writing. All of the above activities have been incorporated into the curriculum of CSLA's "regular" study groups.

As a concurrent planning and training effort of the Study Group Program in 1992-93, two other teams of study group leaders were working throughout the year on the study skills and critical thinking components of the study group curriculum. The output of these three planning efforts converged, the lines between them blurred, and a significantly different approach to the operation of the study groups, called RPM-LADE, was formalized by Anthony Bernier and Steve Teixeira in the Spring quarter. **(RPM=R** ecall; **P** resent material; and **M** iscellaneous. **LADE= L** ist; **A** rrange; **D** iscuss; and **E** valuate.) This year-long effort resulted in a Study Group Program which is even more responsive to the language and content mastery needs of high risk students than our previous model. The next section describes the RPM-LADE approach and presents the activities which the LEAP study group leaders developed during Year Two.

As we contemplate the growing toolbox of language instruction activities developed by LEAP faculty, study group leaders and language specialists in Years One and Two, one study group leader described the task of Year Three, our final year of funding, as that of "taking stock of and organizing our toolbox." In a handy-person's toolbox, a few versatile and indispensable tools (e.g., hammer, wrench, pliers) tackle most routine jobs. Other specialty tools, while not used as often, are important to have in the toolbox for jobs which requires special action. In Year Three, we are looking for the indispensable LEAP language instruction activities which address students' central academic English skills. These "indispensable" tools will form the basis of our on-going dissemination effort with faculty and study group leaders at CSLA and other campuses. Other LEAP activities, as documented in our annual training manuals, will be available to faculty and study group leaders to use as needed to assist students with tasks requiring specialized academic skills.

Re-Conceptualizing the Study Group Program

The GQRS (**G**roup, **Q**uestion, **R**ecall and **S**tudy Skills) method used by the Study Group Program was outlined in the Project LEAP Training Manual Year One. GQRS describes the working principles of the Study Group Program. In Year Two, as a result of the planning and training effort led by Anthony Bernier and Steve Teixeira, the Study Group Program has evolved a standardized process for all study groups, **RPM-LADE**.

Recall restates the Study Group Program's emphasis on devoting the first third of each study group meeting to reinforcing the course content from the previous lecture.

Present material emphasizes that the second one-third of the study group meeting focuses on a discussion of the present day's lecture, so that students get an opportunity to actively engage the material they have just heard in lecture, thus facilitating mastery.

Miscellaneous is a large category for the third portion of each study group meeting, in which students use various exercises from the LEAP toolbox to work together on course-specific tasks, for example, drafts of assignments, practice exams, reading strategies, notetaking techniques, and critical thinking tasks.

In each part of the study group agenda, Recall, Present Material, and Miscellaneous, students approach whatever task is at hand by first making a **List** of all important material and questions (i.e. brainstorming from the lecture, or from a chapter of the textbook). List-making gives everyone a chance to contribute, as no judgments are made about the order or significance of any student's contribution to the list.

Following list-making, students then, as a group, **Arrange** or prioritize the list in terms of its appropriate relationships (e.g., the thesis of the lecture or the textbook chapter and the supporting evidence, or the most important information, and information that is peripheral).

After they have thus prioritized their study topics, students then **Discuss**, or actively engage each other and the material through a variety of toolbox experiences, such as content contests, writing outlines, or giving and getting peer feedback about an essay or chapter study guide in progress.

The final step in the study group process is **Evaluate**, in which the study group leader leads the group through an assessment of how well the group managed the daily steps of the study group meeting.

In addition to providing a structured process to study groups, RPM-LADE is also a process that individual students can follow when studying alone, or with different students in informal study groups. RPM-LADE provides inexperienced students with a "map" to approach what initially may be an overwhelming array of unrelated course material and tasks, thus introducing them to important critical thinking and academic discourse conventions and skills.

The guidelines for study group leaders presented in the next section describe the process of **RPM-LADE**, providing an approach to each meeting of the study groups which reflects the principles and goals of both the Study Group Program and Project LEAP.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
STUDY GROUP PROGRAM

GUIDELINES FOR STUDY GROUP LEADERS: RPM-LADE

R RECALL	LIST ARRANGE DISCUSS EVALUATE
P PRESENT MATERIAL	LIST ARRANGE DISCUSS EVALUATE
M MISCELLANEOUS	LIST ARRANGE DISCUSS EVALUATE

A. **Recall** - from the previous session's material:

1. **List**
    a. Use "T" on chalkboard to **list** content/language/critical thinking relationships
    b. **list** student ideas/questions from course material
2. **Arrange** ideas/questions in priority order
3. **Discuss** and answer items from the list (directed toward thesis assembly)
4. **Evaluate** discussion process

B. **Present Material** - from the current day's material:

1. **List**

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        a. use "T" on chalkboard to **list** content/language/critical thinking relationships
        b. **list** student ideas/questions from course material
    2. **Arrange** ideas/questions in priority order
    3. **Discuss** and answer items from the list (directed toward thesis assembly
    4. **Evaluate** discussion process

C. **Miscellaneous** - introduce new study skills, prepare for exam or assignment, etc.:

    1. **List**
        a. use "T" on chalkboard to **list** content/language/critical thinking relationships
        b. **list** student ideas/questions from course material
    2. **Arrange** ideas/questions in priority order
    3. **Discuss** and answer items from the list (directed toward thesis assembly)
    4. **Evaluate** discussion process

Teaching the four **LADE** elements **(List, Arrange, Discuss, Evaluate)** during each of the steps **(Recall, Present material, and Miscellaneous)** helps both the study group leader and the study group students organize and maximize group time.

Action: Each day, start with a review of the four **LADE** steps until each student knows them and can execute them without the study group leader.

1. **List**

Tell students that by pooling and prioritizing their ideas, questions, skills or concerns, they can all take advantage and learn from each other as a team. Developing lists helps students **break down** concepts or processes into very specific and prioritized steps toward achieving success in discussions or assignments.

These are the steps:

a. Provide a limited and specific amount of time for the **listing** step (15 minutes, at first, for example). Inform students that they can have longer as they improve.
b. From written information (class notes, professor's handouts, textbook, etc.) and from their own experiences **ask students to develop ideas or questions** that relate to the topic under consideration (i.e., "brainstorm").
c. Ask a volunteer to **write each of these items on the board.**
d. Suggest that **students ask each other if any of the items need further breakdown.**

2. **Arrange**

Once students break a topic into understandable parts or steps, **ask them to arrange each of the items for discussion in priority order** (Note: the group may not spend much time discussing some of the least important items). The study group leader should make certain the group stays focused on the list so that students do not waste time in unproductive directions.

3. **Discuss/Answer**

Only after students complete **LIST** and **ARRANGE** steps should they proceed with answering the questions or discussing the items. The study group leader ought to lead students toward identifying the larger context of their lists. In other words, for a discussion of the previous session's lecture, students ought to begin asking themselves how all the items on the list relate to the lecture's **thesis**.

4. **Evaluate**

After the allotted time, firmly stop student discussion of the **LIST** items. Ask them to briefly (no more than a few minutes) **evaluate** how well they performed each of the **LADE** steps. Here are some possible criteria upon which they can judge how well they did, and some suggestions for ways in which they can improve:

-Does everyone get their questions/ideas out before answering/discussion begins?
-How does the group know if someone doesn't get the question?
-How does the group prioritize the list items?
-How well does the group stay focused on each topic?
-How does the group determine the length of time to discuss each topic?
-How can the group improve staying focused on one item at a time?
-Did one or two people "talk too much?"
-Were a few people "too quiet?" Why? How can they get better?
-Do students refer to each other or look to the study group leader for answers?
-How can the group get better at referring to each other so that everyone contributes to success?
-How well does the group relate the discussion items to the lectures and readings?

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Study Group Program: Selected Exercises and Activities

- The Panic List
- Peer Quiz
- Small Group Report
- Using a Map to Analyze a Lecture
- Cooperative Working
- Guesswho...Group Building
- Guesswhat
- Mapping
- Clustering: Building Categories
- Webbing: Making the Connections to Assemble an Argument/Thesis
- Agenda Preview
- Name Snowballing
- Picking-A-Victim
- Group Building 3: Understanding Group-Centered Process
- Paraphrasing
- Small Group Reading Exercise
- Group Game Exercise: "Family Feud"
- Study Group Session Summary and Evaluation
- Group Building 4: In Your Face; Criticism/Self Criticism

THE PANIC LIST

OBJECTIVE: To teach students to systematically analyze, prioritize, and execute their study success. After students analyze a particular assignment (reading, writing, exam, etc.) they collectively develop a list of steps to "break down" the assignment into their own words, thus discovering and articulating the best study techniques.

RATIONALE: To acknowledge that we all "panic" at some point when confronting complex academic tasks; to recognize that panic (i.e. not really knowing what to do or where to start) frequently turns into procrastination; and to teach students to pool their experiences and academic skills so they better address complex tasks.

PROCEDURES:

1. Ask students to focus on a particular assignment, reading a textbook chapter, for example. Ask them to "brainstorm" ideas to help perform that task. Record these ideas on the chalkboard. Ask students to break down their suggestions into concrete steps. Thus, "reading the beginning and ending," becomes; "a) read the last two paragraphs of introduction to identify the thesis, b) read last two paragraphs of conclusion to strengthen confidence in thesis, c) look for common ideas."

2. Once all the suggestions appear on the chalkboard, ask students to prioritize the list. There may be as few as five or six items, or many more, depending on the complexity of a task. Term papers require Panic Lists at several stages (selecting a topic, assembling a bibliography, writing drafts, editing, etc.). Ask students to inscribe the prioritized list in a permanent location in their notebooks. Tell them that the group should revise and improve the list later in the term.

3. Because lists will vary from task to task, from class to class, Panic Lists reflect a perpetually incomplete dynamic in the study group. Panic Lists help focus students not merely on course content but on group interaction that facilitates collective improvement of their academic skills. Most importantly, Panic Lists direct students to specific and discrete "breakdowns" of academic tasks, turning procrastination and panic into productive problem-solving.

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SAMPLE PANIC LIST FOR READING A TEXTBOOK CHAPTER

(More detailed, more steps than "Reading from the Outsides-In", and builds toward thesis identification)

1. Examine chapter title and topic.
2. Read introduction for thesis identification.
3. Read conclusion for thesis identification.
4. Read the end of each subsection.
5. Read the beginning of each subsection.
6. Identify possible subsection theses and write them at the beginning of the subsections.
7. Combine all the subsection theses to strengthen confidence about the entire chapter's thesis.
8. Now begin reading the chapter.

SAMPLE PANIC LIST FOR PREPARING TAKE-HOME ESSAY/EXAM

1. Complete reading assignments.
2. Be sure to understand question.
3. Write a "pretend thesis" as a temporary placemaker.
4. Review lecture notes.
5. Make lists of ideas, examples, details, that apply to the question.
6. Group similar ideas, examples, details into categories.
7. Decide on a thesis (point of view, interpretation) based upon information in your categories.
8. Write a "pretend introduction" as a temporary placemaker.
9. Write a rough draft of the body of the essay (turn lists into categories; turn categories into paragraphs).
10. Write a "pretend conclusion" as a temporary placemaker.
11. Now write a real introduction, containing:
    a) a restatement of the question
    b) thesis statement
    c) announcement of the major categories
12. Now write a real conclusion that restates the real thesis and categories.
13. Revise and polish for final presentation.

PEER QUIZ

OBJECTIVE: Students challenge themselves and others to study more.

RATIONALE: People were not studying and not reading, despite the fact that most people had good notes.

ESTIMATED TIME: 1 hour

PROCEDURES: Find the thesis of the lecture or the reading, using mapping, categorizing, Reading from the Outsides-In, or just a regular review. Find the topic and main subtopics that support the thesis. Prioritize the subtopics. Split into three groups; each group takes one of the most important subtopics. Small groups discuss the sub-topic, then create questions for the other groups to answer.

Tomas Rubalcava **Study Group Program**

SMALL GROUP REPORT

OBJECTIVE: To have small groups come up with summaries of separate lectures, then have each group present their summaries to the rest of the group.

RATIONALE: The group was several lectures and readings behind, with a mid-term coming up. We could not have covered enough with whole group discussions of each chapter.

ESTIMATED TIME: 40 minutes

PROCEDURE: Break students into groups. Have each group take responsibility for a lecture and the accompanying reading. The groups discuss their lectures, then put together a summary consisting of the thesis, several main points, and important details. Each group presents their summary to the other students, then everyone discusses the summary.

USING A MAP TO ANALYZE A LECTURE

OBJECTIVE: Students learn that the thesis of a lecture can be discovered, using details to support categories which support an opinion about the main topic.

RATIONALE: To help students discover the organization of most lectures, namely, details organized into categories in support of a thesis.

ESTIMATED TIME: 45 minutes

PROCEDURES: Students suggest topics from the day's lecture. Using one of the suggested topics, demonstrate mapping technique: Put the topic in a circle and have students talk about the topic: what, when, where, why, who, and how. Record what they say in a map format. When the map has enough information, ask students to look for connections among parts of the map.

Mapping allows the lecture to be seen as a whole, and the various facts as part of that greater whole. At the end, the map should have a main topic, supporting categories, and details that support the categories. There should be enough information for the students to form a thesis about the topic. After the mapping is done, ask the student what they did, how they did it, and how they can use it in the future.

COOPERATIVE WORKING

OBJECTIVE: To promote cooperative learning by showing students that it is often necessary to work cooperatively with someone with whom they are unfamiliar to accomplish a common goal.

RATIONALE: Group-building (really makes group "feel comfortable" in a hurry).

ESTIMATED TIME: 10-15 minutes

MATERIALS NEEDED: Several oranges

PROCEDURES: Tell students to team up with another student and put one arm behind their back. Place an orange between them. Tell students to work together to peel the orange.

GUESSWHO...GROUP-BUILDING

OBJECTIVE: To refresh students' memories of their peers' names and to help students learn more about other group members.

RATIONALE: To foster group cohesion.

ESTIMATED TIME: 15-20 minutes for a group of 15.

PROCEDURES:

1. One group member describes any member of the group in three words, without giving away his/her name. The descriptions can be things they see, like physical attire, and/or things they learned from earlier group meetings).
2. The whole group guesses, or a member can pick-a-victim to guess the name.
3. The process proceeds until all members are described and identified.

Variation: Members can also guess through "drawing" on the board, similar to the game "Pictionary".

GUESSWHAT

OBJECTIVE: To practice and get used to different ways of mastering course content, to review for exams, and to understand the differences among various types of content questions.

RATIONALE: Students diagnose their understanding of course material and/or readiness for an exam.

MATERIALS NEEDED: index cards; markers

PROCEDURES:

1. Prepare practice questions, each one on an index card with a different color strip. For example,
   purple: definition type of question
   yellow: compare and contrast
   blue: question with steps/stages
   pink: implication/application type of questions

2. Give each group member a card of each color.

3. Whole group version:
   a. Each member asks another member, starting with purple.
   b. Each member takes a turn, asking and answering through "pick-a-victim".

4. Two small groups version:
   a. One group competes with the other.
   b. Everyone sets rules for the game.

Variation: Students can make their own question cards and bring them to study group.

MAPPING

OBJECTIVE: To generate specific supporting detail from a general topic or category in preparation for developing a thesis.

RATIONALE: To show students that complicated reading and lectures can be organized by main idea and supporting details.

PROCEDURE: The study group leader puts a circle on the board with a main idea or category taken from a textbook chapter or a lecture. Students answer the questions: What, When, Where, Why, Who, and How about the main topic. The study group leader records the responses on the board in categories branching out from the main idea.

(May be used as a pre-writing technique in conjunction with Webbing.)

CLUSTERING: BUILDING CATEGORIES

OBJECTIVE: To give students practice in combining information generated through free association into categories in preparation for developing a thesis.

RATIONALE: To give students practice in analyzing course material from specific to general.

PROCEDURE: The Study Group Leader puts a topic on the board. Group members brainstorm about everything they know about the topic (from lectures, reading, discussions, etc.) The study group leader or a student volunteer lists all these ideas on the board. When the list is exhaustive, students group like data together into categories or clusters.

(May be used as a pre-writing technique in conjunction with Webbing.)

WEBBING: MAKING THE CONNECTIONS TO ASSEMBLE AN ARGUMENT/THESIS

OBJECTIVE: To generate a thesis in preparation for writing an essay, using the categories of main idea and supporting data which students have generated through mapping or clustering.

RATIONALE: Students gain understanding of a thesis and how to develop one by organizing and analyzing data into possible thesis statements before deciding which one to adopt as their own.

PROCEDURES: Working individually or in small groups, students connect information from their map or clusters into a "point of view" which they write down as a possible thesis statement. Students may try two or three different thesis statements, using supporting data from their map or clusters, before they decide to choose one and develop their essay.

(May be used as a pre-writing technique in conjunction with Mapping or Clustering.)

NAME SNOWBALLING

OBJECTIVE: To get students to quickly learn each other's name, to build trust among group members, and to create a learning environment.

RATIONALE: This exercise encourages interaction to help students become familiar with one another. By learning each other's name, students feel less inhibited and more comfortable to engage in group-centered discussions rather than looking to the Study Group Leader for answers or problem solving.

PROCEDURES: Study Group Leader has students sit in a circle and asks one student to introduce him/herself. The next student is asked to introduce not only him/herself, but recall the previous student's name as well. Each following student must recall the names of ALL the preceding students. This is done until the circle is complete and everyone, including the Study Group Leader, has named the entire group from memory.

Instructions to Students: The first thing we should do when we come into this room is to put all the chairs or desks into a circle so that we are all facing each other. I will let everyone introduce themselves today but instead of just giving us your name, give us the names of those who preceded you in our circle. We will begin by selecting the first person to my left and continue in a clockwise direction until the turn comes back to me, at which time I shall attempt to recall everyone's name in sequence.

PICKING-A-VICTIM

OBJECTIVE: To get group members to refer to each other, instead of the Study Group Leader, when they have a question or problem. This process also defers responsibility to the group to "pick-a-victim" instead of relying on the Study Group Leader to always call on students.

RATIONALE: Having group members call on their peers for questions, answers, or problem solving, takes much of their dependency away from the Study Group Leader and places it squarely on them, thus encouraging group-centered process.

PROCEDURES: "Picking-A-Victim" can be used in all sections of the study group agenda. In the recall section, for example, where the students review, from their notes, the previous day's lecture, the Study Group Leader can initiate the process by asking someone to "pick-a-victim" to start the recall discussion.

Instructions: This is a task that you cannot write instructions or plans for since its utilization depends on the process of each particular group session. Each Study Group Leader needs to know how to redirect a question back to the group so that they can find the answer, rather than the leader giving it to them.

GROUP BUILDING 3: UNDERSTANDING GROUP-CENTERED PROCESS

OBJECTIVE: To teach, model, practice, and improve student-facilitated, group-centered, discussion leadership. To make sure students understand the principal goals of study groups, and to provide students with the necessary skills and confidence to eventually initiate and operate independent study groups for other courses.

RATIONALE: It is very important that the students learn not only course content and study skills but the process of how to run a successful study group. By accomplishing this they can use these skills to form independent study groups for any course they take.

PROCEDURE: After the first group session, following group building, announce that in subsequent meetings each member in the group can expect to lead at least one part of the group meeting as outlined below.

GROUP-CENTERED PROCESS

I. Review central goal of study group:
  A. Master course content
  B. Develop study skills
  C. Provide students with necessary skills and confidence to eventually initiate and successfully operate independent study groups for other courses
  D. GQRS (Group building, Question, Recall, Study skills)

II. Recall of last lecture

III. Questions from Chapter

IV. Summary and evaluation
  A. How did it go?
  B. How did group begin discussion?
  C. Who talked/who did not, and why?
  D. Did group use time efficiently?
  E. Did group address Language/Content words?
  F. Did everyone call each other by name?
  G. Did Study Group Leader talk too much?
  H. Did group adhere to agenda?
  I. Any other comments?

(Make sure students understand each step you take them through in this process because it may be one of them facilitating the group next time!)

PARAPHRASING

OBJECTIVE: To help facilitate group discussion and to make sure everyone understands the questions and comments made by other students in the group.

RATIONALE: One of the major objectives in any study group is to get the students to interact. It is important that all students take part in group discussions and the Study Group Leader should make sure that no student either dominates or shies away from participation. Paraphrasing comments or ideas put forth by their peers helps to ensure that students are listening to and critically analyzing information that is being shared in the group. It also gives them an opportunity to constructively criticize and offer suggestions to their fellow group members. Group members' participation can be evaluated for its quality rather than its quantity.

PROCEDURE: While students are participating in a section from the study group meeting agenda, like the recall exercise, the Study Group Leader should periodically ask the person who is reporting to "pick-a-victim." At that point, the "victim" should repeat what the previous student had just reported, but using his or her own words.

Instructions: As with the "Pick-a-Victim" exercise, this is a task that should be utilized at various points and times in each study group session. There is no correct or incorrect time to have students paraphrase each other. This exercise not only helps individual students master content, it also facilitates whole group interaction.

SMALL GROUP READING EXERCISE

OBJECTIVE: If some students have not completed the assigned readings and are not prepared for discussion in the study group, small group reading allows them a "second-chance" to catch up. It also allows for more material to be covered since each group can read a section or "bite" from the assigned chapter or chapters.

RATIONALE: Experience teaches us that some students do not do the assigned readings when they are supposed to. This really makes group discussion difficult, especially if the Study Group Leader has prepared questions based on those readings. This exercise will facilitate the reading that needs to be done and also helps the group to work together.

PROCEDURE: Have the students break into groups of 2-4. Have each group read a different section of a chapter (depending on how much needs to be covered), making sure everyone in the group has an opportunity to read a section. When they finish in their small groups, have all the students regroup in a circle and share with everyone what they have read. This enables the whole group to review or learn about all the chapters or sections that were assigned, even if the students did not complete the reading on their own.

Instructions: The first thing we should do when we begin the review section is to find out who did and who didn't complete the assigned readings. It is a safe bet that some people in the group did some, little, or none. Since this makes discussion of the reading very difficult, and we don't have time to read everything in the study group, we will break into small groups and each group will be responsible for reading a different section, later bringing the information of that section back to the whole group.

GROUP GAME EXERCISE: "FAMILY FEUD"

OBJECTIVE: To help students master course content and have fun while doing it.

RATIONALE: Using games like "Family Feud" and "Jeopardy" to cover course material allows students the opportunity to work as a team to find answers to questions and helps facilitate cooperative learning. Even though there can only be one "victorious team", the whole group ultimately learns new information from each other.

PROCEDURES: This exercise works best when used to facilitate the review section or in lieu of a mock quiz. The Study Group Leader should make a list of 20-25 questions based on the readings and/or lecture. The study group is then randomly divided into two teams, each encouraged to come up with a team name like, "The Non-Readers", or "The Over-Achievers". Each team then tries to outdo the other by answering the most questions correctly, collaborating as a team to reach that answer in the allotted time. A system of points awarded for each answer can vary depending on the degree of difficulty for each question, such as 5 points for True-False questions and 10 points for Open-ended questions. If the answer is incorrect the opposing team has the option of either answering that question or going on to the next one. The team that has the most points at the end of the game is declared the winner.

Variation: Students can generate the questions to be used in the game.

STUDY GROUP SESSION SUMMARY AND EVALUATION

OBJECTIVE: To get students to realize that this is their group and the success of it is really determined by the level of responsibility and participation they put into it. They are the ones who will determine if the group is or is not working for them.

RATIONALE: It is very difficult for the Study Group Leader to gauge how the study group is working if he or she does not solicit feedback from the group members. There should be time set aside at the close of each session for the group to discuss what worked and what didn't work that day. Students learn to share constructive criticism of the Study Group Leader and of each other with confidence and candor.

PROCEDURES: The group should set aside about ten minutes before the close of each session to discuss how they felt about that day's study group. Discussion should be honest and frank, with the understanding that the intention is not to hurt, but help each other.

Instructions: While sitting in a large circle, group members should share any criticisms or suggestions about the study session they've just completed. If they feel the Study Group Leader talked too much and tended to lecture rather than facilitate, then this is where the concern should be raised. They should also feel comfortable mentioning students who did not participate enough or at all. They should also feel free to point out the good things that happened that day. It is important for students to realize that criticism can be constructive if shared in a cooperative and responsible way, and that the objective of this exercise is to improve the quality and success of the study group.

GROUP BUILDING 4: IN YOUR FACE; CRITICISM/SELF CRITICISM

OBJECTIVE: Occasionally a "crisis" occurs in a study group where it seems that things are just not working out. It may be in the form of high absenteeism, uneven participation in the group, students not doing the reading, or a disruptive group member. When everyday Session Summary and Evaluation does not seem to be enough, a "no-holds-barred" Criticism/ Self Criticism session may be necessary.

RATIONALE: The success of a study group depends on the participation and cooperation of each of its members. If that cooperation and participation ceases, the group ceases to function, no matter how skillful the Study Group Leader. It may become necessary for the group to address the problems more directly and seriously in order for the group to start functioning as a group. If someone is constantly absent or tardy, the group should bring to that person's attention that the group is suffering from his or her absence. Students should also be encouraged to confront fellow members on anything that disrupts or threatens the success of their group, focusing on the specific disruptive behaviors not personalities. The Study Group Leader may have to take the lead on this exercise but most of the discussion should come from the group members.

Instructions: This is the outline for our 1 February 1993 study group session:

WHAT'S HAPPENING?
In Your Face; Criticism/Self Criticism

Individual students answer the following questions. The goal is to leave here today with collective agreement on these issues. If there are things that individuals want to bring up, feel free to add to this list!

* What are the goals of this group?
* Who needs this group?
* Who depends on whom?
* What is my role in this group?
* What can I do to help (support) this group?
* What have I done to help this group?
* What areas do we need to focus on?
    >attendance!
    >notetaking!
    >reading!
    >preparation!
    >commitment!

PART II

POLITICAL SCIENCE 150

INTRODUCTION TO AMERICAN POLITICS AND SOCIETY
PROFESSOR NADINE S. KOCH

Political Science 150 - Winter 1993: An Overview

Course Description

Political Science 150 is a lower division general education course required of all students in order to satisfy the state mandated requirement for American and California state politics. One goal of this course is to increase basic knowledge and understanding of the institutions and processes of American and California government and politics.

Political Science 150 during Winter Quarter 1993 was composed of forty seven students. The class population included primarily Latinos and a cross-section of other language minority students.

Content Goals

For the majority of students, with the exception of recently arrived foreign students, the introductory American Politics course is not their first introduction to American government and politics. Many have had civics courses during their elementary and secondary school years. The standard approach to civics course curriculum in the American educational system is an "institutional" approach. With this approach, course content focuses almost entirely on the operation of governmental institutions. It is no wonder that most students have very little interest in the study of American politics and are reluctant to participate politically in society. The relevance of politics to their everyday lives has been absent from their schooling.

It is for these very reasons that I have adopted more of a behavioral approach to the study of American government. The primary focus is on the interaction of groups, individuals, and government in the political system. I have found this approach to be successful in linking the students to the "outside" world and portraying government as a more tangible and concrete entity. The importance of individual and group participation is stressed as well as the consequences of an uninformed (or ill-informed), apolitical citizenry. A special effort is made to make politics **relevant** to students' lives through the use of contemporary controversial political issues facing their communities, state, and nation.

The development of analytical skills necessary to interpret and evaluate contemporary political events is stressed. Special attention is focused on political ideology; first, by defining the six dominant ideologies referred to universally, and second by describing the American people and electorate in the context of these ideologies.

Teaching and Instructional Innovations

The following changes and enhancements were made in Political Science 150 as a result of my participation in Project LEAP.

A. The Writing Assignment

Prior to my involvement in Project LEAP, I had assigned an 8-10 page paper on an approved topic. It was expected that students would conduct library research for information on their topic. I did not devote time in or outside of class for the acquisition of library research skills. Guidance on the writing of the term paper focused almost entirely on format (e.g.,first section introduction, followed by discussion, etc.) and very little on the analysis and presentation of their research. Neglected was any detailed explanation on the importance of formulating a thesis statement supported by cogent arguments.

Below is a summary of the Project LEAP revised writing assignment which incorporates library research and analytical skills:

Library Assignment:

Students were given a tour of the University library and introduced to the various bibliographic resources available. They learned how to access information through use of various print social science indexes (such as the Social Science Index, ABC Political Science, The New York Times Index, etc.), and on-line bibliographic databases such as CD-ROM, CARL, and LEXIS/NEXIS. Students were required to complete an exercise indicating basic level of proficiency in utilizing these resources. To successfully complete the paper assignment, students had to learn to use these library resources.

Paper Assignment:

Students were required to write an 8-10 page paper on a single assigned topic divided into two parts. Each part was approximately 4 pages in length. The two separate parts constituted two assignments. The first paper consisted of a literature review paper due mid-quarter based on their library research, and the second part of the paper was an analytical evaluation of their topic. For both the literature review part and the analytical part the following skills were stressed in class using examples from the students' and others' research:

1. Citing research: how to directly quote sources and paraphrase without plagiarizing. Handouts and class discussion were devoted to providing examples of how to cite properly. Students were encouraged to use a mix of quotes and paraphrasing in writing their literature review papers.

2. Summarizing: how to summarize the main points of an article. Handouts and discussions emphasized the importance of focusing on the "big picture" or major point(s) of the article.

3. Organization of the literature review paper: how to integrate the material rather than write discrete, unconnected summaries of the literature. Handouts and class discussions emphasized use of transitional phrases. Different organizational strategies such as grouping all summaries that addressed the same point were discussed.

4. Analysis of Material: the formulation of a thesis statement and the importance of constructing arguments based on research in support of their thesis. The need to present counter arguments was also discussed as well as the function of the introductory and concluding sections. Handouts and class discussions addressed these skills.

5. Bibliography: how to construct a bibliography. These were handouts and class discussion on the acceptable (APA style) bibliographical format.

B. Class Presentation

Approximately 8 students were assigned the same paper topic. Students were permitted to meet with those writing on the same topic throughout the quarter. The primary purpose of these meetings was to plan an in-class presentation on their topic at the end of the quarter. Group presentations could take a more conventional form (simple recitation of their paper) or be more creative (video, play, poetry, etc.). Recent studies on multiculturalism and English learning strategies have acknowledged the importance of the success of small group interaction. Students are assigned specific tasks (in this case, a class presentation) and are required to work as a team, communicating informally in and out side of the classroom environment.

Peer Review:

Each group of students was instructed to review the final draft of a group member's literature review paper assignment. A handout was provided indicating how the draft paper was to be critiqued. Reviewers were to evaluate the draft and provide examples of correct paraphrasing, citations, etc. when and where necessary. The goal of this exercise was to provide the students additional practice in the proper citation of bibliographic sources, paraphrasing, etc., hoping that reading someone else's work would place them in a more objective state and remove them from the subjectivity of their own work. Unfortunately, this exercise did not accomplish the goal of providing valuable feedback to the student writer prior to their submission of their first paper assignment. Most student reviewers indicated that the paper being critiqued were flawless. One possible solution to the students' lack of diligence and enthusiasm for this exercise is to make it a graded, possibly take home assignment.

Modeling:

Examples of exemplary literature review papers, summaries, and paraphrasing were distributed in class providing the students with models of how these assignments were to be structured.

C. Reading Techniques

Because of Project LEAP, I adopted a technique discussed in the Year One Training Manual which teaches students how to read an assigned textbook. The exercise, created by Anthony Bernier and reenforced by Professor Carole Srole in class, instructs students to read a chapter "from the outsides-in." I introduced this exercise by telling the students that what we are about to do is something they've been told is "cheating" and an academically unsound practice: to not read a chapter page-by-page. We discussed the structure of a book chapter and the purpose of an Introduction and Conclusion. A definition and explanation of a thesis statement was given and students were then asked to find the thesis sentence in the Introduction and/or Conclusion. They then located each major chapter division and the thesis of each. It was explained that they were to then read the chapter looking for arguments in support of the author's thesis which could be accomplished by reading the first and last few sentences of each chapter division.

D. Lecture Outline to Guide Student Notetaking

Prior to lecturing, I wrote an outline of my lecture on the blackboard. This outline included key concepts and terms to be discussed. I began my lecture by discussing the outline, indicating how the concepts and terms were related, thereby providing the student with an overview or "map" of the territory to be covered in the lecture(s). This practice ensured that key concepts and terms are written on the board thereby reducing miscommunication especially for terms students were not familiar with (I once had a student confuse the phrase "survival of the fittest" for "survival of the fetus" because I had not written it on the board). In addition to clarifying vocabulary, the outline aided the students in notetaking by indicating those concepts and terms which were most important in the lecture. It also provided structure to the lecture allowing the students to organize their notes and studying according to the outline.

E. Sensitivity to Language Demands

Project LEAP has sensitized me to the use of language in the classroom. I became very aware of my use of discipline jargon (content terminology) as well as non-discipline vocabulary that may have been unfamiliar to language minority students. For discipline related jargon I had usually made it a practice of explaining and defining the terms. In Project LEAP I was more diligent in this practice. The real effort was to be aware of my use of non-content vocabulary. It is important to note that one need not discard sophisticated vocabulary when lecturing to language minority students. I adopted the practice of embedding, the restatement of the phrase using a simpler term. For example, I would say that "The impetus for reform, that is the driving force or stimulus for reform, was the Watergate scandal."

Another language issue was the use of American slang and colloquialisms. When I used a phrase like "to beat a dead horse", I then took care to describe what the phrase meant.

F. Examinations

Two midterm exams were required, each incorporating objective, short answer, and essay questions. Exams were revised to clarify language that was too difficult or ambiguous. The following are examples of revisions:

1. "television has supplanted...acting as a conduit..."
   changed to
   "television has replaced...acting as a channel..."

2. (Essay question originally worded as)
"Test the notation that small town politics fit pluralism and bigger communities (or international affairs) tend better to fit the power elite model. Describe both models and support."

changed to

"Elitism and pluralism are two theories of power distribution. Describe each theory and two weaknesses of each theory. Which model would work better in a small community and which would work better in a larger community? Explain your answer."

G. Readings

Two textbooks were required. Both were paperbacks and rather brief. These textbooks were ordered prior to Project LEAP and were inappropriate for language minority students. Neither text included a glossary and both were lacking visual/graphic demonstrations and displays of the material. I am now aware of different criteria for textbook selection.

H. Office Visits

For Project LEAP, I decided to require that every student meet with me, during my office hours or at an arranged time, at least once during the quarter. Many of our students are intimidated by professors and are reluctant to visit for assistance and guidance. I informed students of the office visit requirement and that I wanted them to be comfortable visiting their professors. Students were allowed to sign up for "group" visits where two or three students would share or divide a 20 minute visit. It is important to note that most students visited me more than once and some are still visiting although the quarter has long since ended.

Political Science 150
Government and American Society
Winter 1993
Professor Nadine S. Koch
Office phone: 343-2233/2230

Office: E&T 519A
Office hrs:
T 11:45-12:30
W 4:00-6:00
R 1:00-2:15
and by appointment

GOVERNMENT AND AMERICAN SOCIETY

The aim of this course is to increase the student's basic knowledge and understanding of the institutions and processes of American and California government and politics. We will be concerned with the citizen's role in the political process as well as the operation of the major governmental institutions. Emphasis will be on the way we look at and think about politics. Students will be encouraged to develop skills for analyzing and evaluating contemporary political events.

STUDENT RESPONSIBILITIES

Students will be responsible for attending class and will be expected to have read the material for each topic as it is discussed. Class discussions emphasizing current political events, specifically the 1992 elections and the Clinton presidency, will be frequent and all are expected to participate.

ASSIGNMENTS

There will be two midterm exams. Students will also be required to write two papers. The first paper will be approximately 4-5 typed pages in length. The second paper, on the same topic, will be approximately 5-6 pages in length. You will be assigned to a group researching the same topic. Each group will make a short (20 mins. approx.) presentation at the end of the quarter. A handout will be distributed outlining this assignment in greater detail. As part of this writing assignment students will be introduced to the university library (JFK library) and will learn how to find resources by using computer searches. You will also learn how to use a microcomputer word processing package and other new technologies. There will be brief assignments associated with these activities.

GRADES

Midterm I	25%
Midterm II	30%
Paper	35% (paperI 15% paperII 20%)
Assignments & Presentations	10%

ALL EXAMS MUST BE TAKEN AND ALL ASSIGNMENTS AND PAPERS COMPLETED TO RECEIVE A GRADE FOR THIS COURSE.

REQUIRED BOOKS

Culver and Syer, Power and Politics in California
Wilson, American Government: Brief Version

It is highly recommended that students keep up with current events by reading a well-respected newspaper (NY Times, LA Times, Washington Post, Wall Street Journal, etc.) on a daily basis. Recommended broadcast news programs are the "MacNeil-Lehrer Report" (PBS-channel 28, 6:30-7:30) and/or National Public Radio (KCRW, 89.9 FM, KPPC 89.3).

*********** COURSE OUTLINE AND READING ASSIGNMENTS************

I. THE AMERICAN POLITICAL TRADITION
    Politics and the Political System
        Wilson, Chap. 1
        Culver and Syer, Chap. 1

    American Constitutionalism and Federalism
        Wilson, Chaps. 2 and 3

    The American Political Culture and Ideology
        Wilson, Chap. 4
        Culver and Syer, Chap. 2

II. ORGANIZED GROUPS AND THE GOVERNMENT
    Political Parties
        Wilson, pages 111-129
        Culver and Syer, Chap. 5

    Interest Groups
        Wilson, pages 129-182
        Culver and Syer, Chaps. 3 and 4

III. THE INDIVIDUAL AND POLITICS
    Political Socialization, the Media and Public Opinion
        Wilson, Chap. 5

IV. CAMPAIGNS AND ELECTIONS
    Voting, Campaingns and Elections
        Wilson, Chap. 7
        Culver and Syer, pages 134-148

V. THE STRUCTURE AND PROCESSES OF GOVERNMENT
    Congress
        Wilson, Chap. 8
        Culver and Syer, Chap. 7

The Presidency and the Bureaucracy
Wilson, Chaps. 9 and 10
Culver and Syer, Chaps. 8 and 9

The Judiciary
Wilson, Chap. 11
Culver and Syer, Chap. 10

Future
Wilson, Chap. 12

****************************PLEASE NOTE****************************

OFFICE HOURS

The purpose of office hours is to meet with students to discuss the assignments, exams, readings, lectures, or any other questions/concerns that might arise. I look forward to meeting with each and every one of you. Therefore, I am requiring that you stop in for at least one office visit this quarter. You will receive credit for this visit which will be applied to your total grade. Appointments are scheduled for 15-20 minute time blocks. You may sign up with other students for one of these time blocks and split the alloted time (ie. 3 students sign up for one 15 minute appointment, each taking 5 minutes). To make an appointment to see me, go the Political Science Department office (E&T 523) and follow the directions in the appointment book on "How to sign up for an appointment."

EXAMS

All students are expected to take the exams at the scheduled times. All students are expected to turn in assigned exercises and papers on time. Makeup exams and/or extended due dates will be given only under exceptional circumstances and with PRIOR approval. Those missing exams or turning in assignments late without approval and a doctor's verification will receive an F for that exam/assignment.

PLAGIARISM

"Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarisms refer to the same act: representing somebody else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source, or the use of a paper made up of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgement may be plagiarism. In none of its forms can plagiarism be tolerated in an academic community. It may constitute grounds for a failing grade, probation, suspension, or expulsion" (CSULA General Catalog 1987-1989, p.105).

POLITICAL SCIENCE 150
MASTER PLAN - WINTER 1993

WEEK		LECTURE	STUDY GROUP
I	Class I	* Course Introduction * Different approaches to the study of government	* Understanding Project LEAP
	Class 2	* Different approaches to the study of government (cont.) (Writing sample distributed)	* Assessing Your Study Skills * Reading Strategies: Analyzing A Textbook Chapter
II	Class 1	* Elites and Pluralism * Constitution and Federalism	*Using Office Hours Wisely * Preparing Reading Guides
	Class 2	* Finding the Thesis Statement: Chapter 3 * Constitution and Federalism (cont.)	* Preparing Reading Guides * Notetaking in Political Science

WEEK		LECTURE	STUDY GROUP
III	Class 1	* Constitution and Federalism (finished) * Political Ideology (Handout on paper assignment distributed) (Groups decide paper topics)	* Writing the Research Paper * Notetaking in Political Science
	Class 2	* Library Activity:LEXIS/NEXIS/MELVYL (Library assignment distributed)	* The Library Research Process * Writing a Summary: Part I
IV	Class 1	* Political Ideology (cont.) * Political Parties (Groups' meeting: 15-20 min.) (Library assignment due)	* Writing a Summary: Part II * Writing a Summary: Part III
	Class 2	* Political Parties	* Writing the Literature Review: Connecting the Summaries
V	Class 1	* Interest Groups (Groups' meeting: peer editing)	* Review of the Literature: Giving and Receiving Feedback
	Class 2	* Interest Groups (cont.) (Literature review due)	

WEEK		LECTURE	STUDY GROUP
VI	Class 1	* Political Socialization	
	Class 2	* Midterm	* Correcting the Literature Review
VII	Class 1	* Political Socialization (cont.)	* Writing a Good Research Paper Section I - Introduction and Statement of the Problem
	Class 2	* Political Socialization (cont.)	Section II - Discussion and Conclusion
VIII	Class 1	* Public Opinion	* Writing a Good Research Paper: Giving and Receiving Feedback
	Class 2	* Public Opinion	* Writing a Good Research Paper: Giving and Receiving Feedback (cont.)

WEEK		LECTURE	STUDY GROUP
IX	Class 1	* Voting Campaigns and Elections (Peer Feedback Activity)	* Individual Conferences
	Class 2	* Institutions	* Individual Conferences (cont.)
X	Class 1	* Institutions (cont.) (Papers due)	
	Class 2	* Group Presentations	
XI	Class 1	* Final Exam	

Political Science 150: Selected Exercises and Activities

- Understanding Project LEAP

- Assessing Your Study Skills
  Handout: Study Skills Inventory

- Reading Strategies: Analyzing A Textbook Chapter
  Handout: Analyzing A Textbook Chapter

- Preparing Reading Guides
  Handout: Reading Guides

- Using Office Hours Wisely
  Handout: Using Office Hours Wisely

- Notetaking in Political Science
  Handout: How to Take Good Lecture Notes

- Writing the Research Paper
  Handout: Writing the Research Paper

- The Library Research Process
  Handout: The Library Research Process

- Writing a Summary: Part I
  Handout: Sample Summary and Checklist

- Writing a Summary: Part II
  Handout: Summary Analysis

- Writing a Summary: Part III
  Handout: Important Ideas to Remember When Writing a Summary

- Writing the Literature Review: Connecting the Summaries
  Handout: Connecting Words

- Review of the Literature: Giving and Receiving Feedback
  Handout: Peer Feedback Form

- Correcting the Literature Review
  Handout: Sample Student Literature Reviews

- Writing A Good Research Paper
  Handout: Reviewing the Research Paper

- Writing A Good Research Paper: Giving and Receiving Feedback
  Handout: Peer Feedback Form

UNDERSTANDING PROJECT LEAP

OBJECTIVE: To help students understand the components of Project LEAP.

RATIONALE: Making students aware of the components of Project LEAP will help students understand how the study group will be conducted.

PROCEDURES: After the study group leader has discussed the components of the study group program, tell students that this study group is aimed at helping them learn reading and writing strategies and study skills that students should be able to use to fulfill the assignments in both the Political Science 150 class and other general education courses. The study group leader should emphasize that an important aspect of the study group will consist of making students aware not only of what reading and writing strategies or study skills they need to use, but also when, how, and why students should use such strategies.

ASSESSING YOUR STUDY SKILLS

OBJECTIVE: Having students complete a study skills inventory will serve two purposes. First, it will help students become aware of some of the strategies they use when they read, write, and study for school. Second, the study skills inventory will provide study group leaders with a pre and post-LEAP diagnostic tool. This means that the study skills inventory will be administered the first and last days of class.

RATIONALE: Students need to become aware of the strategies they use when they read, write, and study for school. Moreover, study group leaders also need to understand the students' self-perceptions of their study skills.

PROCEDURES: The first time you administer the survey, have students fill it out individually. Then, have students work in small groups and share their answers. This "sharing" will help students understand that most of their concerns are not "unique."

Collect the students' surveys and before the next class analyze your students' responses. In this way, you will become aware of the students' perceptions of their study skills.

Have students fill out the same survey on the last day of class. Return the original survey and have students compare the answers given on the first and last day of class.

Instructions:

1. Whole class. Fill out the Study Skills Inventory
2. Working in small groups, share your responses, and decide which study skills you think you would like to change during the course of the quarter.
3. At the end of the quarter, have students fill out the inventory again.
4. Working in small groups, share with your classmates how your study skills compare with those at the beginning of the quarter. What are the skills you still need to improve?

HANDOUT: STUDY SKILLS INVENTORY

Student Information

(1) Name ______________________________

____

(2) Sex . . . . ☐F ☐M

(3) Ethnicity:

☐African-American ☐Central-American (specify country of origin) ☐Asian-American
☐Mexican-American ☐Other

(4) First language . . . . ☐English ☐Spanish ☐Tagalog ☐Cantonese ☐Vietnamese

(5) Class standing in college . . . . ☐Freshman ☐Sophomore

(6) GPA . . . . ☐Below 1.00 ☐Between 1.01 and 2.99 ☐Between 3.00 and 4.00

How well would you say you are able to do the following in English:

(7) Participate in class . . . . ☐Very well ☐Well ☐Not well ☐Not at all

(8) Understand class lectures . . . . ☐Very well ☐Well ☐Not well ☐Not at all

(9) Read academic texts . . . . ☐Very well ☐Well ☐Not well ☐Not at all

(10) Write essays . . . . ☐Very well ☐Well ☐Not well ☐Not at all

(11) Write papers . . . . ☐Very well ☐Well ☐Not well ☐Not at all

Study Skills Information

(12) When I read my textbook, I use italicized words to help me understand written text.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(13) When I read my textbook, I use chapter headings to guide my reading.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(14) After class, I review my notes to help me understand the information presented by the instructor.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(15) I try to identify the main points in a lecture.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(16) I am up-to-date in my class assignments.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(17) When I read my textbook, I keep in mind what I have to learn from it.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(18) I come to class unprepared.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(19) My underlining helps me review text material.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(20) When I review class materials, I think of potential test questions.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(21) I mentally translate what I am studying into my own words.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(22) I compare my notes with other students' to make sure my notes are complete.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(23) I review my notes before the next class.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(24) I am unable to summarize what I just read in a book.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(25) When I read, I stop periodically and mentally go over what I just read.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(26) When I have to study information from my textbook, I find it difficult to decide what is important.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(27) When I am studying, I try to make connections between what I have to lear and what I already know.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(28) I find it hard to pay attention during lectures.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(29) When I read a textbook, I pay attention to the first and/or last sentences of most paragraphs.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(30) I make drawings or sketches to help me understand what I am studying.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(31) It is hard for me to decide what I should underline in a text.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(32) I use chapter headings to help me identify important points in my reading.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(33) I test myself to be sure I know the material I have been studying.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(34) When I study, I get lost in details.

☐4. always ☐3. often ☐2. sometimes ☐1. never

Adapted from Weinstein, C. E., Schulte, A.C., & Palmer, D. R.(1987). Learning and study skills inventory. Clearwater, Fl: H & H Publishing Co.

Lia Kamhi-Stein **Political Science 150**

READING STRATEGIES: ANALYZING A TEXTBOOK CHAPTER

OBJECTIVE: To help students improve their reading strategies and read more actively. It should be noted that this activity was conducted after the study group leader (a) had made students aware of the textbook organization and (b) had shown students how to identify the chapter thesis. It should be noted that reading strategy instruction should be conducted throughout the quarter. Exposing students to reading strategies only once or twice will not help them use strategies on a regular basis.

RATIONALE: One of the most critical demands of the Political Science class is the reading load. Teaching students reading strategies will promote better reading comprehension and recall of the information included in the Political Science textbook.

PROCEDURES: Working in groups, have students answer the questions on the handout: Analyzing A Textbook Chapter.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: ANALYZING A TEXTBOOK CHAPTER

Instructions: Working in groups, answer the questions below.

1. Decide what the Table of Contents is telling you about Chapter 1.

2. What are some of the features that we have already identified in your Political Science textbook that you can observe in Chapter 1?

3. Read the chapter title. In what ways would reading the chapter title help you?

4. Focus your attention on the introduction. To read it, focus your attention on the first and last two sentences in each paragraph. (Give students an opportunity to practice this technique and have them share what they found out about American government by using this reading technique.)

5. What is the main idea (thesis) of Chapter 1 in your California textbook?
____
____
____

6. Where is the main idea (thesis) of Chapter 1 located?
(identify section, page, and paragraph)______________________________
____

7. After identifying the main idea (thesis) of Chapter 1, read the chapter summary. What is the reason for reading the summary? (Chapter 1 does not have a summary section, but other chapters do.)
____
____

8. Are the sentences following the blue bullets important? How did you reach this conclusion?
____
____
____
____

9. Give an example of how the chapter headings helped you identify important points in the reading.

10. Give an example of how reading the first and last two sentences in each paragraph helped you identify important information fast.

PREPARING READING GUIDES

OBJECTIVE: To organize and condense course material for tests.

RATIONALE: Reading guides are study aids that should help students prepare for exams and class presentations. Reading guides are helpful to the extent that because they condense important information, students do not need to reread their textbook to study.

PROCEDURES: This activity should be done early in the quarter and after students have read one of the chapters in the textbook and highlighted the important information contained in the chapter. Show students the model reading guide prepared for Chapter 1 in the Political Science textbook. Working in groups, students should analyze the reading guide and answer the questions below.

For the following class, have students prepare a reading guide. Have students work in pairs, exchange reading guides, and compare them. Have students pay special attention to the reading guide organization. Moreover, have students discuss how much time they spent preparing the reading guide.

Important information that the study group leader should share with the students:

1. Preparing a reading guide is not time-consuming if students include only important information.
2. The reading guide should be MUCH SHORTER than the chapter in the textbook. (Very often, students make the mistake of preparing a reading guide that is longer than the chapter in the textbook.)
3. If students prepare a good reading guide, they do not need to use the textbook again.
4. As a study group leader, give students the opportunity to prepare several reading guides before students see their usefulness.

HANDOUT: SAMPLE READING GUIDE FOR CHAPTER 1

Reading/Study Guide

Ch. I. What Should We Know About American Government?

1. Introduction

A. Am. government is different from other democratic governments in the world

B. There are different kinds of democracies
US vs GB

2. The Meanings of Democracy

A. Democratic centralism = if democracy serves the "true interests of the people," whether or not people have any say in making decisions (Cuba-China)

B. Direct democracy = most citizens participate in making governmental decisions (eg New England town meeting - California & referendum)

C. Representative democracy = people elect their representatives

ST COPY AVAILABLE

3. Representative Democracy (RD)

A. can only exist w/:

i. freedom to organize. 2. fair access to political resources. 3. respect for rights 4. belief that political system is legitimate

B. RD forms

I Parliamentary system (Europe)

- Legislature chooses Prime Minister
- Centralized political power

Theory of government = government should make decisions & be held accountable to voters in next election

II. Presidential system (US)

- separate elected branches of government (President - Congress)
- decentralized political power

Theory of government = policies should be tested for acceptability at every stage of policy-making process

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Lia Kamhi-Stein **Political Science 150**

HANDOUT: READING GUIDES

Instructions: In groups, analyze the sample reading guide.

1. How long is the model reading guide? How long is the chapter in the textbook?

2. Read the reading guide and the information you highlighted in the chapter. Compare the reading guide with the chapter in your book. Decide what kinds of information the reading guide contains? Is there any information in the chapter that is not included in the reading guide and you think should be added to the reading guide?

3. How is the reading guide organized? How easy or difficult is it to follow?

4. Identify some of the symbols used in the model reading guide. Why were they used?

5. What are the advantages of preparing reading guides?

Lia Kamhi-Stein   Political Science 150

USING OFFICE HOURS WISELY

OBJECTIVE: To help students become more confident when communicating with their instructors. To help students break the barrier that often exists between content instructors and students.

RATIONALE: One of the assignments in the Political Science class consists of visiting the instructor at least twice during the quarter. Making students aware of some of the question they can ask when they visit the content instructor will help students be more confident in their interpersonal communication skills.

PROCEDURES:

1. Ask students whether or not they usually "visit" their instructors during their office hours. Have students explain what makes them visit the instructors (is it the instructors' friendliness, interest in the topic, etc.). If students tell you they do not visit their instructors, try to make your group "open up" and share their reasons for not making contact with their instructors during their office hours.

2. Emphasize the idea that visiting the professor is considered an important component of the academic culture. More importantly, emphasize the idea that most professors will count students' visits to their offices as class participation.

3. Pass out copies of the handout (Using Office Hours Wisely).

4. Have students work in pairs and follow the instructions on the handout. However, do not have all the students visit the instructor at the same time. Have two students visit the instructor at a time, and then report the responses to the study group.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: USING OFFICE HOURS WISELY

Meeting with your instructors during their office hours is an important part of the university experience. The activity below will help you clarify doubts and become more confident when talking to your instructors.

Useful Expressions

When you talk to your instructor you can use the expressions below:

Excuse me, Dr. , may I interrupt you?

Excuse me, Dr. , could I ask you a question?

Excuse me, but I have a question regarding...Could you clarify that concept for me?

I am still not clear on the concept of...

I am sorry, but I did not understand the part about...

Instructions

1. Write two questions or think about two concerns you may have regarding the material a) your instructor has covered in class, b) you have read in your textbook, or c) you have discussed in your study group.

2. Write a question or think about a concern you may have regarding the language your instructor uses in class.

3. Prepare a written "agenda." In this way, if you get nervous, you can always resort to your notes.

4. By [date], go to your instructor's office and have her/him answer your questions or clarify your concerns.

5. In your study group, you will be expected to share your questions or concerns with your classmates. Furthermore, you will be asked to provide the study group with the answers that your instructor gave you.

Reminder: Please go to your instructor's office during her/his office hours.

Lia Kamhi-Stein   Political Science 150

NOTETAKING IN POLITICAL SCIENCE

OBJECTIVE: To make students aware of their notetaking strategies. To promote better notetaking strategies and to help students analyze and evaluate their classmate's notetaking strategies.

RATIONALE: Notetaking is a study aid that allows students to record information to be remembered for a test or ideas to be presented in a speech or a writing assignment.

PROCEDURES: If possible, the first or second week of class, have students work in small groups and discuss the questions below.

Instructions:

1. What is the purpose of notetaking in class?

2. Do you take notes? If so, what are your notetaking strategies?

3. What do you do when you are not sure whether or not your notes are complete?

After this discussion, give out copies of the handout "How to Take Good Lecture Notes" and have students decide whether this handout adds something to the students' previous discussion.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: HOW TO TAKE GOOD LECTURE NOTES

Purposes for developing good notetaking skills:
a. Organizes lecture
b. Helps maintain attention in class

1. Date and label notes at the top of the page.

2. Draw a(n) (imaginary) margin and keep all running lecture notes to one side. Use other side for summarizing, elaboration, and clarification.

3. Indent to distinguish and separate big issues from examples or supporting details.
   a. Outline, but do not worry about Roman numerals or following perfect form.

4. If you fall behind, skip space and write a "lost signal" to remind you to ask someone what you missed.

5. Summarize ideas. Do not try to copy sentences verbatim except when
   a. Definitions are given.
   b. Formulas are given.

6. Abbreviate, use symbols, and skip certain parts of speech (e.g., articles) to save time and energy.

7. Star important points in the lecture.

8. **Within 24 hours read through your notes and fill in gaps and review**.

9. Add your own piece of advice:

IMPORTANT FOLLOW-UP ACTIVITY: For the following two weeks, have students work in pairs and share their class notes and give each other feedback. Have students discuss whether they see any improvement in their notetaking strategies.

Adapted from: Srole, C. (1993). Project LEAP: Training Manual Year One.

Lia Kamhi-Stein
Nadine Koch

Political Science 150

WRITING THE RESEARCH PAPER

OBJECTIVE: To help students understand the writing assignment for Political Science 150.

RATIONALE: Making students aware of the professor's expectations will help students become less anxious about the research paper.

PROCEDURES: After Dr. Koch has distributed the handout (Writing the Research Paper), have students engage in a discussion using the following questions.

1. What is a Literature Review? Why does the instructor want you to write a literature review?

2. What is the advantage of having articles from different sources when you write your Literature Review?

3. After finishing the Literature Review, what do you have to work on?

4. What is a Bibliography? Moreover, what did Dr. Koch say about APA style? (Explain to the students how they should organize their bibliography.)

5. Finally, what does Dr. Koch mean when she says that the paper will be written in two different phases? Look at Dr. Koch's grading criteria, how important are the two different phases?

Lia Kamhi-Stein **Political Science 150**

HANDOUT: WRITING THE RESEARCH PAPER

1. Topics - Choose one.
   a. Campaign finance in the 1992 election
   b. Campaign ads in the 1992 election
   c. New uses of the media -cable, satellite, MTV in the 1992 election
   d. The use of public opinion polls in the 1992 election
   e. The role of independent parties in the 1992 election
   f. Young voters and the 1992 election

2. Parts
   The research paper will be written in two different phases:

   Part A: **Review of the literature. DUE on February 4.**
   The review of the literature consists of the summary of articles on one topic (see 1 above for list of topics). In the review of the literature, you have to summarize 8 articles in 4 double-spaced typed pages.

   Part B: **Complete paper. DUE on March 9.**
   The complete research paper will include four distinct sections. They are:
   Section I: Introduction and Statement of the Problem
   Section II: Review of the literature (summary section)
   Section III: Discussion and Conclusion and a Bibliography

3. Selecting the Articles for the Review of the Literature
   You can select no more than two articles from each of the four sources below.

   a. Newspapers: The New York Times, Los Angeles Times, The Washington Post, The Wall Street Journal, The Christian Science Monitor. You are not allowed to use USA Today.

   b. Magazines: Time, Newsweek, US News, World Report

   c. TV/Radio news programs: Nightline, McNeil-Lehrer Report, Network News, National Public Radio

d. **Political magazines/journals**: American Political Science Review, California Journal, Gallup Opinion Poll, The New Republic, National Review, National Journal, Public Opinion Quarterly, etc.

4. Writing the Bibliography[1]

a. Newspaper article, no author

Study finds free care used more. (1982, April). APA Monitor, pp. 10-14.
Alphabetize the first word in the article title.

b. Newspaper article, with author's name, and discontinuous pages

Lublin, J. S. (1980, December 5). On Idle: The unemployed shun much mundane work, at least for a while. The Wall Street Journal, pp. 1, 25.
(If an article appears on discontinuous pages, give all page numbers and separate the numbers with a comma.)

c. Magazine/Journal article

Gardner, H. (1981, December). Do babies sing a universal song? Psychology Today, pp. 70-76.

d. TV/Radio News Program

Nightline. (ABC). (November 7, 1992).

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[1] American Psychological Association. (1990). Publication manual of the American Psychological Association (3rd. ed.). Washington, DC: American Psychological Association.

Lia Kamhi-Stein
Nadine Koch
Alan Stein

Political Science 150

THE LIBRARY RESEARCH PROCESS

OBJECTIVE: To teach students successful library research strategies using both indexes and computer databases.

RATIONALE: For the purposes of writing the literature review, students will be forced to use different databases and indexes. Teaching students library research strategies is an important aspect of the Political Science 150 class.

PROCEDURES: Before students go to the library, give out copies of the handouts. As students engage in the library research process, they should fill out the handout titled "The Library Research Process" or make copies (as necessary) and then return the handout with the copies to their class instructor.

Alan P. Stein
Nadine Koch
Lia Kamhi-Stein

Political Science 150

HANDOUT: THE LIBRARY RESEARCH PROCESS

Instructions: To practice what you have read about the library, using the preceeding handouts (REFERENCES FOR POLITICAL SCIENCES, USING CD-ROM DISKS, and SEARCHING CARL or NEXIS/LEXIS), follow the steps listed below and provide the appropriate answers.

Step 1. Choose a topic that interests you if you have not been assigned a topic by your instructor.

TOPIC________________________________

Step 2. Locate your subject/topic in the various indexes listed on the bibliography titled "References: Political Science 150."

Start with the Social Sciences Index

Step 3. Photocopy a page listing references on your topic.

ATTACH YOUR COPY

Step 4. Go to the Second floor, Library North and use the Periodicals Card Catalog to make sure that the Library owns the journal/magazine you are interested in.

Step 5. Find the journal and locate the article that was listed in the Social Sciences Index. Photocopy the title page of the article.

ATTACH YOUR COPY

Fill in the line below with the title of the article, the author of the article, the name of the journal, the volume of the journal, the pages of the articles, and the month and year of publication.

____

Step 6. Use CD-ROM to help you locate newspaper articles on your subject/topic. Print out the list of references.

ATTACH THE CD-ROM PRINT OUT

Step 7. Use CARL or LEXIS/NEXIS to locate additional references to periodicals/newspapers/television programs. Turn in the key words you used for the search and the number of newspaper and magazine articles that you found on your topic.

KEY WORDS:____________________

REFERENCES

These are print indexes to journals/magazines. These indexes will provide you with additional sources of information beyond those in computer databases.

Business Periodicals Index. 1958-. Monthly. Index table 2B.
This is an index to 310 periodicals devoted to topics in business including business and politics.

Communication Abstracts. 1978-. Quarterly. Index table 10A.
This is an index to 100 periodicals devoted to issues related to communication including the role of the mass media.

Education Index. 1929- . Monthly. Index table 15B.
This is an index to 350 journals in education. Subjects covered include the attitudes of college students toward politics.

Los Angeles Times Index. 1972- . Index table 6A.
Each Sunday edition has a section titled OPINION devoted to politics.

New York Times Index. 1858- . Index table 6A.
Each Sunday edition has a section titled NEWS OF THE WEEK IN REVIEW which is a summary of the last week's political news.

Public Affairs Information Service. Bulletin. 1915- . Index table 3A.
This is an index to 350 journals as well as to government documents and reports.

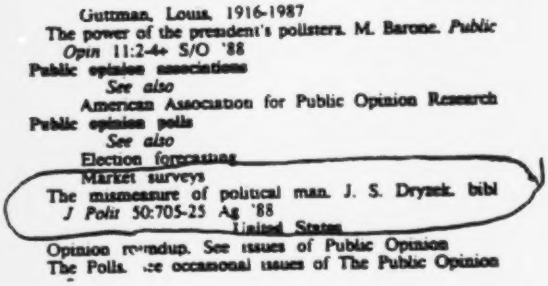
Social Sciences Index. 1974- . Monthly. Index table 15B.
This is an index to over 260 periodicals dealing with anthropology, economics, geography, law, political science, and sociology.

Wall Street Journal Index. 1958- . Index table 6B.
The last page of the first section of the Wall Street Journal includes an article about emerging political issues.

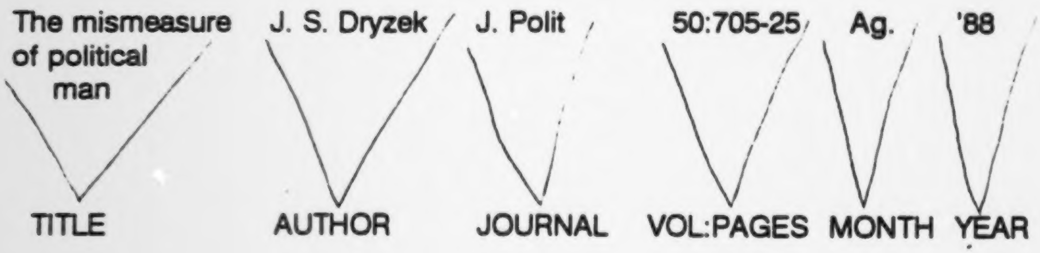
Below is an example of how to find a journal article using one of these indexes

Your topic: Public opinion polls.

1. Locate the subject heading "public opinion polls" in the Social Sciences Index.
2. Below the subject heading "public opinion polls" you are instructed to see the additional subject headings "election forecasting" and "market surveys."
3. Below is a photocopy of what you will find under the subject heading "public opinion polls."



Guttman, Louis, 1916-1987
The power of the president's pollsters. M. Barone. *Public Opin* 11:2-4+ S/O '88
Public opinion associations
See also
American Association for Public Opinion Research
Public opinion polls
See also
Election forecasting
Market surveys
The mismeasure of political man. J. S. Dryzek. bibl *J Polit* 50:705-25 Ag '88
United States
Opinion roundup. See issues of Public Opinion
The Polls. See occasional issues of The Public Opinion


The mismeasure of political man
J. S. Dryzek
J. Polit
50:705-25
Ag.
'88
TITLE
AUTHOR
JOURNAL
VOL:PAGES
MONTH
YEAR

Alan P. Stein **Political Science 150**

USING CD-ROM DISKS

You can use the CD-ROM computers located in the reference area of the library to search periodicals or magazines from January 1991 to present.

To begin:

1. Type a word or phrase such as "public opinion polls." Press the ENTER KEY to transmit your search request to the computer.
2. The computer will retrieve bibliographic records on your topic (title of article, author, title of journal, volume, page numbers, month and year of publication). To view the title of the records retrieved by the search, press the ENTER KEY again.
3. To view the bibliographic citation and abstract press the ENTER KEY one more time.

Important function keys to remember are:

F2. (Provides you with an explanation of the various key commands).

F3. Function key to start a new search or to modify your existing search.

F4. Function key to print your results.

F9. Allows you to mark only specific bibliographic records for printing.

F10. To restart the computer at the very beginning.

Alan P. Stein **Political Science 150**

SEARCHING LEXIS/NEXIS
QUICK START
STUDENT VERSION

LEXIS is a database containing the full-text of court decisions, cases, codes and statues, administrative regulations and procedures, and articles.

NEXIS is a database containing the full-text of millions of newspaper articles, magazine articles, journal articles, newsletter articles, broadcast transcripts, and wire service articles.

TO SIGN ON

1. Type the number 2 to connect to the LEXIS/NEXIS databases from the terminals in the library.
2. Transmit the word LEXIS or NEXIS.
3. Transmit a file name, i.e. MAJPAPS (major papers) or MAGS (magazines).
4. Transmit your search request (by subject). You may use AND, OR, or NOT in your request.

FUNCTION KEY	DOT COMMAND	EXPLANATION OR FUNCTION
TO VIEW YOUR RESULTS		
F7	.ci	*Cite displays a list of citations.
F6	.fu	*Full displays every line of documents.
F5	.kw	*KWIC displays 15 words on either side of your search words.
TO MODIFY YOUR RESULTS		
	m	1. Type the letter "m" and press return. 2. Begin with a connector such as And, Or, or W/N. 3. You may also use dates to modify such as Aft 1/88 or Bef 1/92.
TO BEGIN A NEW SEARCH		
F8	.ns	*To do new search in the same file.
F9	.cf	*To change to a different file.

SEARCHING LEXIS/NEXIS
QUICK START
STUDENT VERSION

F10.	cl	*To change to a different library, i.e., NEXIS from LEXIS.

OTHER USEFUL COMMANDS

F1	.np	*To see the page in a search.
F2	.pp	*To see the previous page in a search.
F3	.nd	*To see the next document in a search.
F4	.pd	*To see the previous document.

TO SIGN OFF

	.so n	*To exit the system type .so then the letter n.

SEARCHING CARL
QUICK START
STUDENT VERSION

CARL is an index, with abstracts, to academic journals showing CSLA holdings.

TO SIGN ON

1. Type the number 1 to connect to the CARL databases from the terminals in the Library.
2. Transmit a file number (see Important CARL Files below), i.e., file 99 for the Expanded Academic Index.
3. Transmit the subject of your search request (See CARL Commands Commonly Used).

IMPORTANT CARL FILES

File 9	Database to CSLA owned periodicals.
File 21	Database to the CSU union list.
File 40	Database to U.S. Government Documents.
File 98	Database to 600 business periodicals.
File 99	Database to Expanded Academic Index (1800) periodicals in all academic disciplines.
File 103	Database to ERIC research materials.

CARL COMMANDS COMMONLY USED.

To search by word (subject)	type the letter W
To search by name	type the letter N
To signoff	type \\exit

Lia Kamhi-Stein **Political Science 150**

WRITING A SUMMARY: PART I

OBJECTIVE: To teach students how to write a summary by showing them a sample summary.

RATIONALE: Deconstructing a sample summary will help students become aware of how to write a good summary.

PROCEDURES:

1. Give students a copy of the sample summary and the newspaper article.
2. Give students a copy of the Summary Checklist. Working in groups, have students answer the questions on the Summary Checklist.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: SAMPLE SUMMARY AND CHECKLIST

Instructions: Analyze the following summary using the checklist.

According to Kempster (1993), President Clinton is determined to keep his promise to allow homosexuals in the armed forces. However, because both Congress and military commanders are against the President's idea of permitting gays and lesbians in the military, the Administration has to "move deliberately to overcome military and congressional opposition that could sink the plan" (Kempster, 1993, p. 1).

While the administration is under pressure to fulfill its promise, both military commanders and gay-rights groups are under pressure to reach an agreement. If they do not, military commanders run the risk of having the courts rule that the ban on homosexuals is unconstitutional. On the other hand, even if Clinton supports gay-rights groups and lifts the ban, Congress may oppose the President by passing legislation to reimpose it.

Finally, because an agreement is necessary in order to accommodate conflicting interests (Kempster, 1993), President Clinton is prepared to compromise on "methods of implementation" (p. 13) without risking the basic issue.

Bibliography

Kempster, N. (1993, January 25). Aspin pursuing compromise on gays in military. Los Angeles Times, pp. 1, 13.

SUMMARY CHECKLIST

Use the following checklist to help you analyze the summary.

	YES	NO
1. Does the summary give "the big picture?"	___	___
2. Is it clear that what you read is a summary of someone else's material? Has the author mentioned the source periodically throughout the summary?	___	___
3. Has the author expressed the ideas in her/his own words (paraphrased)?	___	___

4. What did the author do to avoid plagiarism?

Adapted from: Kirkland, M. and Saunders, M. A., (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.

Aspin Pursuing Compromise on Gays in Military

By NORMAN KEMPSTER
TIMES STAFF WRITER

WASHINGTON—Defense Secretary Les Aspin said Sunday that he hopes to craft a compromise between military commanders and gay-rights groups to clear the way for an end to the ban on homosexuals in the armed forces.

Although Aspin said that President Clinton is determined to keep a campaign promise to permit gays and lesbians to take their place in the ranks, he said that the Administration must move deliberately to overcome military and congressional opposition that could sink the plan.

"The proposal is [to] take six months and see whether we can do it," Aspin said. He conceded that if Congress were to vote on the issue today, the ban would be retained by an overwhelming margin.

Interviewed on the CBS program "Face the Nation," Aspin drew a careful distinction between the President's theoretical right—as commander in chief, to prohibit discrimination against homosexuals and the political difficulty of putting such a measure into effect.

"If Bill Clinton were to write an executive order today eliminating the ban on homosexuality in the military, Congress could tomorrow vote a piece of legislation to restore the ban," he said.

That puts pressure on gay-rights groups to compromise, he noted.

On the other hand, Aspin added, he hopes to persuade military commanders and their backers on Capitol Hill that it would be a mistake for them to overplay their hand. Sooner or later, he predicted, the courts will rule that discrimination against gays is unconstitutional, and the services then would have to accept homosexuals "without having a chance to control it at all."

"So I think that the pressures on both sides to come to some kind of agreement, some kind of accommodation are real and it is on that basis that I think we can work something out," he said.

Aspin said his strategy calls for conferring with the Joint Chiefs of Staff and other military commanders on the details of how the services could go about admitting homosexuals without, for the time being, negotiating about whether the ban should be lifted.

"People need to look at how this thing is going to be implemented and how it's going to work and say, 'OK, I can live with that' or 'I can't,'" he said.

Clinton meets today with members of the Joint Chiefs of Staff to discuss the issue. Aspin failed to change any minds during a similar meeting of his own last week with the top military commanders.

It is far from certain that Clinton and Aspin will be able to channel the discussion from the merits of lifting the ban to the details of implementation. However, Aspin confirmed that he wrote a confidential memo to Clinton last week advising the President to refuse to negotiate with the military chiefs on the basic issue while offering to confer on methods of implementation.

For instance, Aspin said, the President is prepared to impose a strict new standard of conduct designed to prevent the presence of gays and lesbians from disrupting military discipline. He did not spell out the details, but presumably such a code would prohibit unwanted sexual overtures and ban open displays of affection while on duty.

"I'm convinced that, even had Bill Clinton not made the pledge or even if George Bush had been reelected, we'd be dealing with this issue of gays in the military sometime during this four-year period," Aspin said. "The courts would force it on us. . . . I have no doubt that we would be doing it anyway because of what's going on."

Kempster, N. (1993, January 25). Aspin pursuing compromise on gays in military. *Los Angeles Times*, pp. 1,13.

BEST COPY AVAILABLE

WRITING A SUMMARY: PART II

OBJECTIVE: To teach students how to write a summary by showing them a poor summary.

RATIONALE: Deconstructing a poor summary will help students become aware of what they should NOT do when they write a summary.

PROCEDURES:

1. Give students a copy of the poor summary and the newspaper article.
2. Give students a copy of the Summary Checklist. Working in groups, have students answer the questions on the Summary Checklist.

WRITING A SUMMARY: PART III

OBJECTIVE: To remind students of some important ideas before they engage in summary writing.

RATIONALE: This activity will help the class understand the "components" of a good summary before students actually write one of the summaries for the literature review.

PROCEDURES: Distribute copies of the handout below. Working in groups, students will read and discuss 1 through 8. Encourage students to ask questions or raise any concerns.

HANDOUT: SUMMARY ANALYSIS

Instructions: The summary below presents several problems with identifying the main idea, use of quotations, and plagiarism. Working with your classmates, identify the problems and suggest possible solutions.

Summary

"Political renegade Pat Buchanan raised his umbrella against the gray, damp sky last week as he surveyed the line of guests filing into the White House for the Ronald Reagan Presidential Medal of Freedom ceremony."

There were 250 members of the power establishment of 12 years and earlier, and they flocked together, even as workers nearby hammered together the Inaugural stands for the installation of Bill Clinton. This ceremony, which was held to honor President Reagan, marked the end of the Conservative era in Washington.

Bibliography
Sidey, H. (1993, January 25). Last roll call for the Reaganauts. Time , p. 40.

The Presidency/Hugh Sidey

Last Roll Call for The Reaganauts

POLITICAL RENEGADE PAT BUCHANAN RAISED HIS UMBRELLA AGAINST the gray, damp sky last week as he surveyed the line of guests filing into the White House for the Ronald Reagan Presidential Medal of Freedom ceremony. "The last roll call," he said.

He was right. There were 250 members of the power establishment of 12 years and earlier, and they flocked and laughed together, even as workers nearby hammered together the Inaugural stands for the installation of Bill Clinton. An era ended with more than a tinge of sadness for its creators, yet cheer lingered from the exhilaration of such a journey.

George Bush put the Medal of Freedom around Reagan's neck ("Millions thank God today that you were in the White House"). Reagan is the only President to receive the medal in his lifetime. He was plainly older, hair dominantly gray. But the message was the same: "In America every day is a new beginning, and every sunset is merely the latest milestone for a voyage that never ends." And the humor that carried him through so much adversity was still handy: "This marks the 200th anniversary of the laying of the cornerstone of the White House. By the way, my back is still killing me."

The Gipper still leaves them laughing

Former Secretary of State Henry Kissinger whispered in the ear of former Secretary of State George Shultz, Kissinger still looking as if he was plotting huge power moves around the world.

"The big question is whether [columnist] George Will was invited," chuckled TV's Larry King, a new arbiter of presidential politics. Will and Nancy Reagan were close friends. Will and Bush were political enemies. In fact, Will was invited but declined. His wife Mari attended, bearing a picture of their six-month-old son David.

Barber Milton Pitts, who had trimmed both Reagan and Bush, shook their hands vigorously while proclaiming to the world, "I could not help noticing two good haircuts up on that stage." Pitts has not been summoned by the Clintonites.

Conservative guru Bill Buckley recalled that 21 years ago he was in the Great Hall in Beijing deploring Richard Nixon's joyous cavorting with the Red Chinese leaders. Curtain coming down on a long ideological reign.

In a front-row seat, Secretary of Housing and Urban Development Jack Kemp nodded to Reagan's cadences, took notes as if he were preparing his 1996 plans to chase Clinton out of the Oval Office. Defense Secretary Dick Cheney, another incipient contender, hovered on an end seat with a satchel of papers. (They were, it turned out, plans for the Iraq strike.) So even in this rite of passage was the hope of renewal.

And then there was the Marine Band, "The President's Own," as it is called. When Reagan once again trod the red ceremonial carpet, Colonel John Bourgeois, the band director, struck up *The Ronald Reagan March*. Reagan caught it and with eyes bright, straightened and gave the colonel a salute for everything that had been. Reagan and Bush walked one last time side by side in the majesty of power they created and now were ending. Then they moved off into memory. ■

Lia Kamhi-Stein **Political Science 150**

HANDOUT: IMPORTANT IDEAS TO REMEMBER WHEN WRITING A SUMMARY

Before writing a summary:

1. Read the material to be summarized and think about it. Look for "the big picture." What is the main idea; how do the points fit together? Who is the author; why did s/he write this?

2. Make a visual diagram of the material. Does it show how the main points are related?

When you write a summary you should:

1. Write the summary based on the diagram. (Do not refer to the article until you have a rough draft.)

2. Review your summary to be sure it is complete and clear. Does it represent the ideas accurately?
   Compare your summary with your diagram, then with the article.

3. Use the checklist to analyze your summary.
   Have you satisfied the expectations?

4. Revise and "polish" your summary. Is it easy to read? Does it report the complete ideal?

5. Show that the summary is a report of someone else's work. For this purpose

   a. Mention the author's name at the beginning, periodically throughout the summary, and in the bibliography.

   b. Use words like states, indicates, mentions, argues, believes, when you refer to the author's actual statements.

6. Remember that your summary should give "the big picture".

7. Use your own words. Paraphrase what the author has said.

8. Remember to give the complete citation (author's name, year of publication, and page number) if you quote the author.

Important: If you take three or more words from a journal or a textbook you need quotation marks. If you do not use quotation marks, you are plagiarizing the writer.

FOLLOW-UP ACTIVITY: Have students write a summary on one of the articles they found in the library. In the following class, have students work in dyads and use the summary checklist to read and correct each other's summaries.

Adapted from: Kirkland, M. & Saunders, M. A. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.

Lia Kamhi-Stein

Political Science 150

WRITING THE LITERATURE REVIEW: CONNECTING THE SUMMARIES

OBJECTIVE: After the class has written the eight summaries for their literature reviews, students should be able to connect the summaries to create a cohesive literature review.

RATIONALE: Using connecting words will make the students' literature review cohesive.

PROCEDURES: After students have written the eight summaries required for the literature review, ask them the questions below:

1. Can you identify different subtopics in your "literature review"? It is important to organize your literature review in terms of subtopics. For this purpose, the handout contains some of the words that will help you organize your literature review.

2. Remind students that the literature review does not consist of separate articles on one topic.

HANDOUT: CONNECTING WORDS

A. To introduce **additional** ideas: Also, Furthermore, Moreover, In addition.

Add your own:

B. To introduce **contrast**: On the other hand, However, In contrast, Yet, While, Instead, On the contrary.

Add your own:

C. To introduce a **summary** or **conclusion**: In conclusion, In summary, To conclude, To summarize.

Add your own:

D. To show **chronological** order or **sequence** of events: First, second (third, etc); Next, last, finally.

Add your own:

E. To introduce a **comparison**: Similarly, likewise, also, too, Both...and, Not only...but also.

Add your own:

Adapted from: Oshima, A. & Hogue, A. (1991). Writing Academic English. Menlo Park, CA: Addison Wesley.

REVIEW OF THE LITERATURE: GIVING AND RECEIVING FEEDBACK

OBJECTIVE: To help students evaluate their classmates' literature reviews.

RATIONALE: By working with the peer feedback form, students understand the importance of revising their writing assignments.

PROCEDURES:

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' literature reviews.
2. Have students work in dyads and exchange copies of their drafts.
3. Have students understand the importance of giving constructive feedback.
4. Emphasize the idea that this peer feedback form can help students evaluate their own writing.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: PEER FEEDBACK FORM

Reader's Name:______________________________

Writer's Name:______________________________

Use the questions below to help you evaluate and revise your classmate's review of the literature.

1. Do the summaries give "the big picture"?

	YES	NO
Summary 1	______	______
Summary 2	______	______
Summary 3	______	______
Summary 4	______	______
Summary 5	______	______
Summary 6	______	______
Summary 7	______	______
Summary 8	______	______

2. Is it clear that your classmate's paper includes summaries of other people's material? (Has your classmate mentioned the authors' name at the beginning and periodically throughout the 8 summaries?)
   YES NO

   a. If your answer to question 2 is NO, make ONE correction for your classmate to use as an example of what s/he needs to do.

   ____

   ____

   ____

3. Has your classmate expressed the ideas in his/her own words (paraphrased)? YES NO

   a. If your answer to question 3 is NO, make ONE correction for your classmate to use as an example of what s/he needs to do.

   ____

   ____

   ____

4. Has your classmate used citations properly (author's name, year of publication, page number)?

   YES NO

   a. If your answer to question 4 is NO, make ONE correction for your classmate to use as an example of what s/he needs to do.

      ____

      ____

      ____

5. Are the different summaries connected in terms of subtopics?

   YES NO

   a. If your answer to question 5 is NO, make ONE correction for your classmate to use as an example of what s/he needs to do.

      ____

      ____

      ____

IMPORTANT:

1. You are NOT supposed to write separate summaries Instead, your summaries should be connected to make a cohesive literature review. To connect your summaries, you can use some of the words below:

   Similarly, in addition, moreover, furthermore, also, in like manner, in contrast, on the other hand, however, yet.

Adapted from: Kirkland, M. & Saunders, M. A. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.

Lia Kamhi-Stein **Political Science 150**

CORRECTING THE LITERATURE REVIEW

OBJECTIVE: After Dr. Koch has returned the literature reviews, identify the most common mistakes that students have made (see the handouts below) and have students correct them.

RATIONALE: As part of the research paper, students are asked to correct their literature reviews. Therefore, this activity will help students understand how to correct some of the most common mistakes.

PROCEDURES:

1. Have students work in small groups.

2. Give out copies of the handouts below and have students identify and correct the mistakes.

3. Conduct a feedback session. Emphasize the idea that students will have to correct the mistakes that Dr. Koch identified in their literature reviews.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: SAMPLE STUDENT LITERATURE REVIEWS

Instructions: Analyze the three excerpts and four sets of references from selected student literature reviews. In groups, discuss suggestions for improving the paragraphs and references.

I. Excerpts from Literature Reviews

Similarly, Sharon Begley and associates (1992) also found some problems with polling in her article.

She believed that on of the problems is that pollsters use likely voters instead of registered voters. Then all the potential voters are counted on Clinton's favor. This exaggerate the strength of Clinton.

Another problem she identifies is the use of AN effective random sample, ~~A~~ a sample that represents all kind of voters. Pollsters also have to realize that people do lie.

She believes that these factors are crucial to accurate opinion polls.

Similarly, Bob Edwards (19992) said that Ross Perot, during his infomercials, showed figures of where Arkansas is standing on 3 different areas as education, personal income, and environmental protection. But also Ross Perot discussed about Mr. George Bush and the 12 years of Republican economic problems that is facing the nation. Furthermore Steven A. Holmes states (why?) that Ross Perot spent almost $ 3 million for two hours of television campaign Ross Perot did not emphasizes or present what he is going to do in order to change the country economic status, or what are his plans? and what kind of benefits those plans will provide. ~~For~~ ON the contrary he spent the program saying that president George Bush, and Governor Bill Clinton are two persons that do not know anything about how to create jobs, do not know how to manage the people's money; He encourage the people to be aware of the records Mr. Bush and Mr. Clinton's because he wanted to know that they are ~~conducting a horse race everyday. Mr.~~ Morin of (date) the Washington Post says that "public opinion polls should inform and not lead." (P) The horse race poll is not respected by many for the reason that it is a sign that the media is giving too much attention to the march of the campaign and too little to the issues. Also a horse race poll is said by many critics to be an encouragement to people to join the majority. A horse race poll should be reported in" less breathless fashion," says Mr. Morin. (P) Many polls fail to report when the poll was conducted, who conducted it, what questions were asked of how many people and the margin of error. " ~~The horse race~~

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   ABC News (1992, October 26)

2. Berk, Richard ((1992, November 12). Why Forecasts By Newscasters Will Be Similar. The New York Times pp. 1
   Begley, Sharon (1992, September 28). The Science of Polling. Newsweek vol:120 iss:13 pp.38-39

3. 1. ✓ Gerstezang, James (1992, July 17). Bush halts vacation for Perot's bakers. Los Angeles Times, p.5.
   2. ✓ Sununu. John (Producer). (October 26, 1992). Crossfire. (T.V. Program).
   3. ✓ Fritz. Sara (1992, July 17). Democrats. GOP gear up to woo Perot volunteers. Los Angeles Time, p. 5.

4. Alter, J. (1992, June 8). Why the Old Media's Losing Control. Newsweek, pp. 28.

   Bates, S. and Diamond, E. (1992, September 7). Dammed Spots: a Defense of third-second Campaign Ads. The New Republic, pp. 14

Lia Kamhi-Stein **Political Science 150**

WRITING A GOOD RESEARCH PAPER

OBJECTIVE: After the class has finished the literature review, students have to complete the Introduction and Statement of the Problem, the Discussion, and the Conclusion sections and combine all the sections into a cohesive research paper. The activities below will help students understand what should be included in each of the sections of the research paper.

RATIONALE: For most of the students in the Political Science class, this may be the first time that they are expected to write a research paper. Therefore, students need to be made aware of the purpose that each of the sections in the paper serves.

PROCEDURES:

1. Have students work in small groups and read and discuss the handout titled "Section I: Introduction and Statement of the Problem" or "Section III: Discussion and Conclusion."

2. Give students a copy of Irma's or Kenna's "Section I: Introduction and Statement of the Problem or "Section III: Discussion and Conclusion." (Refer to the papers written by Irma de Leon or Kenna Desta at the end of this packet.) As students read one of the papers, have them work in groups and use one of the checklists below to analyze Irma's paper.

Lia Kamhi-Stein **Political Science 150**

HANDOUT: REVIEWING THE RESEARCH PAPER

SECTION I: INTRODUCTION AND STATEMENT OF THE PROBLEM

The introduction and statement of the problem section should comprise 1 or 1 1/2 pages and it should seek to meet the following objectives:

1. Tell the reader why the topic you are investigating is important to you. Why are you bothering to study this topic in the first place?
2. The introductory section should resemble a "book report." This means that you have to be objective and inform the reader as to what the important aspects of your topic are.
3. Familiarize the reader with the historical context of your topic. How does your topic fit into the context of the 1992 elections?
4. In this section you do not have to cite any authors.
5. The last (closing) paragraph of this section should state your position. This means that the last paragraph should include the statement of the problem (thesis statement).

Checklist: Introduction and Statement of the Problem

Instructions: Analyze one of the model papers (Irma or Kenna's) using the checklist below.

	YES	NO
1. Is it clear why it is important to study Irma's topic?	___	___
2. Does Irma conclude the section with a thesis statement?	___	___
3. What does Irma say to familiarize the reader with her topic?	___	___

4. Irma goes from general to more specific ideas. Can you provide examples of how she does it? Write them below.

SECTION II: DISCUSSION AND CONCLUSION

1. The Discussion and Conclusion section should attempt to show the merits (positive aspects) and deficits (negative aspects) of each of the articles/group of articles you reviewed in the previous section. You should seek to say something like the following:

   Several interpretations of the articles can be made. And then state the various interpretations.

   However, (AND THIS IS A CRUCIAL POINT) it appears that Thompson's (1992) idea is more reasonable to support than Adler's (1992) idea because (give the reason).

2. If there are some limitations to Thompson's idea, state what these are and then state why you still think Thompson's idea should be supported in spite of the limitations.

3. In this section, you should demonstrate that you have learned something about the topic, understand the important aspects of it, are aware of the limitations, and can draw a clear, logical conclusion based on the articles reviewed for the purposes of the paper.

4. This section should conclude with a paragraph or two drawing a logical conclusion based on your thesis statement, the articles reviewed, and your discussion.

Checklist: Discussion and Conclusion

Instructions: Analyze one of the model papers (Irma or Kenna's) using the checklist below:

1. What did Irma say to summarize the major points of the Review of Literature?

2. How did Irma show that she looked at the positive and negative aspects of the articles/groups of articles presented in the review of the literature?

3. Can you follow Irma's thesis by looking at this section? YES NO
   What is Irma's thesis?

4. Did the concluding paragraph(s) link the various ideas presented?
   YES NO

Lia Kamhi-Stein **Political Science 150**

WRITING A GOOD RESEARCH PAPER: GIVING AND RECEIVING FEEDBACK

OBJECTIVE: To help students evaluate their classmates' papers.

RATIONALE: By working with the peer feedback form, students understand the importance of revising their writing assignments.

PROCEDURES:

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' papers.
2. Have students work in dyads and exchange copies of their drafts.
3. Have students understand the importance of giving constructive feedback.
4. Emphasize the idea that this peer feedback form can help students evaluate their own writing.
5. Following the peer feedback activity, meet with students individually to discuss their paper drafts.

HANDOUT: PEER FEEDBACK FORM

Reader's Name: ______________________________

Writer's Name: ______________________________

Instructions: Use the checklist and the questions below to help you evaluate and revise your classmate's research paper.

SECTION I: INTRODUCTION AND STATEMENT OF THE PROBLEM

	YES	NO
1. Is it clear why it is important to study this topic?	___	___

If your answer to question 1 is NO, make one suggestion for your classmate to use as an example of what s/he could write.

____

____

____

	YES	NO
2. Did the writer include information that belongs in the Discussion and Conclusion section?	___	___

If your answer to question 2 is YES, have your classmate refer to the Model Introduction and Statement of the Problem and help him/her revise paper accordingly.

____

____

____

	YES	NO
3. Did the writer conclude this section with a thesis statement?	___	___

If your answer to question 3 is NO, make one suggestion for your classmate to use as an example of what s/he could write.

____

____

____

4. What did the writer say to familiarize the reader with her/his topic in the context of the 1992 election?

____

____

____

____

SECTION II: REVIEW OF THE LITERATURE

	YES	NO
1. Are the articles dealing with different subtopics grouped separately?	___	___

If your answer to question 1 is NO, make one suggestion for your classmate to use as an example of how s/he could group the articles.

____

____

____

	YES	NO
2. Does the author use quotations correctly?	___	___

If your answer to question 2 is NO, make one suggestion for your classmate to use as an example of what s/he needs to do.

____

____

____

SECTION III: DISCUSSION AND CONCLUSION

	YES	NO
1. Did the writer summarize the major points of the Review of Literature?	___	___

If your answer to question 1 is NO, make one suggestion for your classmate to use as an example of what s/he needs to do.

____

____

____

2. How did the author show that s/he looked at the positive and negative aspects of the articles/groups of articles presented in the Review of the Literature?

____

____

____

	YES	NO
3. Can you follow the writer's thesis by looking at this section?	___	___

If your answer to question 3 is NO, help your classmate rearrange her/his ideas.

____

____

____

	YES	NO
4. Did the concluding paragraph(s) link the various ideas presented?	___	___

If your answer to question 4 is NO, have your classmate refer to the Discussion and Conclusion handout and help him/her revise his/her paper accordingly.

____

____

____

WHAT WORKS ONE YEAR, DOES NOT WORK THE NEXT

IRMA DE LIRA

POL. SCI. 150

DR. NADINE KOCH

FEBRUARY 4, 1992

Introduction

Advertising is a way to recognize a product, service, idea or person. Advertising has been in effect for a very long time. Advertising evolved from paste ons on corner stores to advertising in newspapers, radio and finally television.

Political advertising, on the other hand, was not ~~active~~ practiced until the twentieth century. As time has advanced, so has political advertising. At one time, political advertisements consisted of spot announcements on television stations. This type of advertisements evolved to 30 minute commercials of bashing the opposition in every aspect of communication, from television to newspapers to radio.

Having an understanding of how the candidates are portraying themselves and their opposition in advertisements lets the voters know if the candidates are actually interested in informing the voters or just criticizing their opposition. Once voters have an understanding of the influence that advertisements have in their lives, they will not be easily manipulated, and will have a ~~bigger picture~~ greater understanding of the issues surrounding the election. Candidates have to be aware of what advertising strategy to use, if they want to be successful. ~~So~~ depending virtually on negative advertising is not always a very good strategy, as it was proved in the 1992 election. Negative advertising can not always win the White House, in fact it may work for one election but not the next.

Review of Literature

According to Sukow (1992), "There is no question that negative advertising is here to stay" (p. 56). But in the 1992 election, negative advertising did not work. In fact, Sukow (1992), indicated that negative advertising can work, if done correctly, that is, without distorting the issues.

According to Schneider (1992), George Bush's negative advertising did not work for the 1992 election as it did in the 1988 election. As a manner of fact, Tannen (1992) in her review of a book by Jamieson, states that Bush and Quayle were able to win the 1988 election by the negative advertising they used against Dukakis. A similar argument was made in a Newsweek article which states, "George Bush's campaign was delighted to see Floyd Brown, who had work as a political strategist in the 1988 ad featuring Willie Horton, back in business. Planning an ad against Bill Clinton's record for a Horton-like issue" (p. 6). In his article, Schneider (1992), also argues that Bill Clinton's and Ross Perot's advertisements were not directed to attacking George Bush, as for "George Bush, however, he had only one effective weapon at his disposal: his opponents' lack of credibility" (p. 2814). Finally, Schneider (1992) states it would have been more of a competition if Bush had changed his negative advertising and had gone to the people with advertisements with real issues rather than damaging Bill Clinton's character.

In contrast to George Bush's negative advertising, Cliff (1992) states, that Clinton's strategy was to get the issue out, rather than attacking George Bush. Another point that Cliff (1992) makes in her article, is that Bill Clinton many times came out with the truth. For example, when Bill Clinton advertised "that his marriage hadn't always been perfect" (p. 34). Finally, Cliff (1992) indicates that Bill Clinton knew the race was about bigger issues, rather than his personal life, and he [Clinton] kept his voters focused on that.

Furthermore, in another article, Wills' (1992) states that George Bush wanted his negative advertising to win the 1992 election as Lyndon Johnson did in his 1964 campaign. But the only difference was that Lyndon Johnson succeeded and George Bush failed. Brinkley (1992), agrees indicating Bush had used negative advertising all throughout the fall. Brinkley, had examples of the candidates' commercials. For example, one of Bush's campaign commercial was "Doubled government spending and signed the largest tax increase in his state's history" (p. 1). It showed how the Bush campaign was concentrating in damaging Bill Clinton's character. On the other hand, Bill Clinton's campaign commercial was concentrating in change and not damaging George Bush nor Ross Perot. For example, Bill Clinton's commercial stated, "You will be better off four years from now then you are today" (p. 1).

Moreover, as Devroy (1992) mentions, George Bush was also raising questions on Bill Clinton's credibility in a war situation. Since Bill Clinton had not attended the military he would not be able to "decide if our sons and daughters should knock early on death's door" (p. 11).

Sen. Wirth (1992), believes that if there were limitations to advertising politicians would be more careful when doing an advertisement. Sen. Wirth (1992), also states that once the limitations occur the elections will be of real issues and not of negative advertising.

Discussion and Conclusion

The articles reviewed for the purpose of this paper agreed that George Bush relied on negative advertisements to win the White House in the 1992 election. Additionally, George Bush used his negative advertisements to hurt Bill Clinton's campaign. However, several interpretations can be made regarding the use of negative advertisements. For example, Brinkley (1992) stated that George Bush had used solely negative advertisements. In contrast, Wills (1992) indicated that George Bush wanted to follow Lyndon Johnson's successful negative campaign. But, in turn negative advertisements did not work for George Bush. Voters were more interested in advertisements that were truthful and had solutions to salient issues, rather than plain old negative advertisements.

Regarding the fact that George Bush wanted to hurt Bill Clinton, Schneider (1992) stated that the 1992 election would have been more of a competition if George Bush had changed his negative advertising to real issues, rather than damaging Bill Clinton's character. This is what made Bill Clinton the winner, because according to Cliff (1992), Bill Clinton knew the race was about bigger issues, rather than his personal life, and he kept his voters focused on that. As a matter of fact, Bill Clinton's strategy was to get the issues out rather than attacking George Bush. This is where the strategies of Bill Clinton and George Bush were different. Where as Bill Clinton focused on issues, George Bush did not. However, Sukow (1992) indicated that the negative advertising George Bush used would have worked, if he had done it correctly, that is without distorting the issues. George Bush was more worried about raising questions about Bill Clinton's marriage infidelity and credibility in a war situation, rather than the deficit. But his advertisements backfired, George Bush's voters perceived him as not seeing the issues affecting the people.

The 1992 election was a high stimulus election. Voters were interested in the candidate that addressed important issues. The difference between the 1988 and 1992 election was enormous because in the 1992 election there were more salient issues. Because of the positive outcome of the 1988 election, George Bush depended virtually on negative advertising for the 1992 election, without taking into consideration the issues surrounding the election. George Bush thought that the use of negative advertisements would work for a long time, but it backfired on him and only worked for a short time.

In conclusion, the 1992 election was a high stimulus election, that was surrounded by many salient issues. George Bush's mistake was to assume that the 1988 and 1992 elections were the same. George Bush's assumption made him loose the 1992 election, because he depended virtually on negative advertisements, as he did in the 1988 election. But this just proves that what works for one election may not work for the next.

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Here we go again. (March 30, 1992). Newsweek, p. 6.

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Nice job.

org = 29

content = 34

analysis = 32

95

Pols 150

Kenna Desta

February 4, 1993

Clinton's Financial Ups and Downs in 1992

Review of the Literature

According to Dwyer (1992), Clinton was expected to have serious fund-raising problems all the way through his political campaign. As Labaton (1992) pointed out, Clinton was in such deep financial difficulties at one point in his campaign that he could not afford to pay his campaign staff. However, he managed to bounce back from his financial crisis right before the end of the primaries. Clinton's skillfull organization and his talented campaign staff helped him to overcome his cash shortage. In fact, according to Labaton (1992), Clinton became so successful at fund-raising that many potential contributors were turned down toward the end of his campaign.

Initially in his campaign, Clinton was having difficulty raising funds because of several factors. According to Labaton (1992) and Matlack (1992), Clinton's fund-raising was jeopardized mainly because of the absence of intense competition toward the end of the primaries and Perot's popularity. In addition, Labaton (1992), Jackson (1992), and

1992). In fact, as Labatan (1992) indicates, one of Clinton's staffers, Mr. Sweitzer, said, "It has been an unfortunate distraction from the campaign but it was real" (1992, p. 24). Although everyone in Clinton's staff did admit the serious cash shortage, none of them saw it as overpowering. They all seemed optimistic about the future financial situation of Clinton (Labatan, 1992).

Clinton's greatest strength in fund-raising was his staff. According to Herrnson (1992) and Dwyer (1992), Clinton managed to overcome serious financial problems because of his professionally organized campaign staff. He hired well-qualified campaign staff members who were instrumental in his later success in fund-raising. Big political contributors judge the credibility of a candidate by how well his or her campaign is organized (Herrnson, 1992). President Clinton proved to the big contributors that since he had an extremely well structured campaign organization, he deserved their contributions.

According to Labaton (1992), all of a sudden, contributions began pouring in from every direction toward the end of June, 1992. This was due to the fact that Clinton was leading the two other presidential candidates in the public opinion polls at the time (Labaton, 1992; Jackson, 1992). For Clinton's fund-raisers, that was a great turning point. Clinton's finance director, Mr. Emmanuel, called it, "the end of fund-raisers' nightmare" (Labaton, 1992, p. 17). Matlack (1992) and Carlson (1992) state that fund-raising increased drastically all the way until the Democratic convention. In fact, Clinton managed to raise $10.3 million at the Democratic convention (L. Labaton).

Finally, although Mr. Clinton was hindered by financial difficulties early on in his 1992 primary campaign, he was able to overcome it quite successfully through his own political ingenuity and his skillful fund-raising staff (Dwyer, 1992~~)~~; ~~(~~Labaton, 1992).

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Labaton, S. (1992, July 16). Quickly, Clinton coffers are beginning to fill up. New York Times, p. 17.

[illegible] Liasson, M. (1992, June 26). Clinton campaign's money problem. National Public Radio.

Matlack, C. (1992, May 2). The great conciliator. The National Journal p. 1038.

Siegel, R. (1992, June 26). Clinton campaign's money problem. National Public Radio.

Excellent! Congratulations! Fantastic job!

98

Political Science 150
Winter 1993

Peer Feedback Form

Reader's Name: Gina Ordinola

Writer's Name: Keena Desta

Use the questions below to help you evaluate and revise your classmate's literature review.

1. Do the summaries give "the big picture" (Kirkland & Saunders, 1991, p. 120)

	YES	NO
Summary 1	x	x
Summary 2	x	
Summary 3	x	
Summary 4	x	
Summary 5	x	
Summary 6	x	
Summary 7	x	
Summary 8	x	

2. Is it clear that your classmate's paper includes summaries of other people's material? (Has your classmate mentioned the authors' name at the beginning and periodically throughout the 8 summaries? [✓ YES] NO

   a. If your answer to question 2 is NO, make **ONE** correction for your classmate to use as an example of what s/he needs to do.

3. Has your classmate expressed his/her ideas in his/her own words (paraphrased)? [✓ YES] NO

   a. If your answer to question 3 is NO, make **ONE** correction for your classmate to use as an example of what s/he needs to do.

4. Has your classmate used citations properly (author's name, year of publication, page number)? [✓ YES] NO

   a. If your answer to question 4 is NO, make **ONE** correction for your classmate to use as an example of what s/he needs to do.

IMPORTANT:

1. You are NOT supposed to write separate summaries Instead, your summaries should be connected to make a cohesive literature review. To connect your summaries you can use some of the words below:
   Similarly, in addition, moreover, furthermore, also, in like manner, in contrast, on the other hand, however, yet.

2. On Thursday, February 4 you need to turn in the following:
   a. Your literature review,
   b. Your bibliography, and
   c. This peer feedback form.

Adapted from Kirkland, M. and Saunders, M. A. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.

PART III

SOCIOLOGY 201

PRINCIPLES OF SOCIOLOGY
PROFESSOR K. WILLIAM WASSON

Sociology 201 - Winter 1993: An Overview:

Course Description

Sociology 201, Principles of Sociology, is a required lower division general education course. The purpose of the course is:

1. to familiarize students with basic concepts in Sociology in a manner which relates to their personal world;
2. to introduce them to analytical scientific thinking about the culture in which they are accustomed; and,
3. to develop their communication skills through numerous writing exercises.

During the winter quarter of 1992 our class was larger than normal, 144 students. They reflected the cultural diversity of our campus. The students varied in skill level from those referred to as 'special admits' to the regular entry freshman undergraduate. A few students were upper division juniors and seniors who were only now completing their undergraduate theme requirements.

Participation in PROJECT LEAP reaffirmed practices and methods I already use in my classroom. It also challenged me to become a better instructor, more attuned to language used in the multicultural classroom and to examine other techniques and methods of educating.

Content Goals

This general survey course is designed to:

1. enable students to gain the 'sociological perspective', the sociological point of view of the world as they experience it;
2. develop in students an awareness that the world around them is socially constructed and that what is constructed by humans can be restructured;

3. develop in students the idea that they can change everything from their own self concept to the larger world around them, i.e., empower them.

To accomplish these goals, they must acquire special content terminology and develop the techniques for utilizing it in and on the world about them.

Course Materials

The reading materials for this course were a combination of a general use textbook and selected articles and readings made available by the instructor at the Limited Loan Section of the Kennedy Library. The text was deliberately selected several years prior for its ease in use. It uses multiple colored section headings which make it easier for the student to break reading assignments down into more manageable reading units. Further, the segmenting into special examples within the chapters and the glossary at the end of each add to the readability of the book. The text selected was:

Macionis, John J. (1993). SOCIOLOGY, 4th edition, Englewood Cliffs, NJ Prentice Hall.

Lectures

Lectures are a standard form utilized to present basic new material. However, they must be augmented to reach the maximum number of students. To this end, I utilized transparencies on two overhead projectors in the lecture hall. The printing was done on a Macintosh computer so that it was large enough to be seen at the back of the theater-like classroom. Each day's lecture was outlined with major headings and no more than one sub-heading per topic. The chalkboard was utilized to amplify what was on the transparency outline. The transparency also provided a quick summary for the day's lecture at the end of the class period.

Each class period began with a summary/review of the topic from the preceding class period. It also included definitions or examples of the 'content' or 'language' words used in the last class period which were not fully understood by the class. This information was obtained in two ways. First, from the PROJECT LEAP study group leader and the language specialist for this section who worked with the group and second, toward the end of the quarter, from slips of paper placed in a covered box at the back of the lecture hall. Students were told they could place any 'language' or 'content' word they did not understand from the day's lecture or any other question they wanted further amplification on in the box anonymously and I would respond to it at the first of the next class period.

I also learned through the quarter to define words I used during the lecture itself. For example, I might use a word, such as 'awe' or 'reverence', and then ask for a definition from the class. If none was forthcoming, I would define it then. This, as it turns out, was greatly appreciated by the class or so they said in my subsequent student evaluations at the end of the quarter. Because of the recent arrival of a number of my Spanish speaking students, I would occasionally use the Spanish equivalent of an English word I had just used IF I WAS GIVING EXAMPLES, but never for primary instruction.

Small Group Discussion Sections

The technique of cooperative learning groups was utilized on several occasions during the quarter [see the course outline]. I found it enhanced the learning experience for the students. They would be given general assignments and given time to develop their answers. No answers were viewed as WRONG but rather when they reported I would seek to recognize their correct statements and then offer ENHANCEMENTS [things the instructor indicates you could have also included in your presentation]. The reason being that I wanted to encourage maximum participation without intimidating students publicly who might be fearful if I evaluated their answers as WRONG .

We also used the 'dramaturgical' approach to education in this segment as well. Each student discussion group 'acted out' a particular situation I gave them as part of their learning process in the analysis of social interaction. This technique seemed to give them greater confidence and ability when they made their actual analyses for a course grade outside the classroom thereafter.

Because these groups were used so frequently in my class, I found the students discussed the class material with each other more readily both in and outside the classroom. Some of the groups actually met outside the regularly scheduled class period and continued their discussions on the course content. This indicated that a wide utilization of this technique in the classroom has benefits for student learning and serendipitous positive effects on the tenor within the classroom. It seems to enhance the class environment by making them more attentive and they seem to participate more.

Evaluation

I only use essay learning exercises. I choose to use the term 'learning exercise' because I see this as merely an extension of what is taking place in the classroom. All of my learning exercises are take-home. The students have one-week to complete them. Every question is read aloud in class on the day it is distributed. The analytical question, the analysis of the written vignette, is also practiced [see activity sheets for the days on which learning exercises were distributed].

To enhance the learning process, I give make-up questions on any question where students lose over half the points. The pedagogical rationale here is that we know from learning theory that people remember what they did last. To encourage students to re-learn the material they did not do well on the first time I permit them to earn up to one-half of the points they lost on the question the first time by doing a make-up question. As a result students who utilize this option generally raise their scores by as much as nine points overall. However, the primary benefit is that they have now actually answered the question correctly. This is the answer they will remember.

When learning exercises are returned, the first portion of that class period is devoted to going over the correct answers to the original questions and answering any student questions at that time.

Coordinated Teaching

This quarter I was fortunate to have both a very fine study group leader and language specialist to assist me. We met weekly to discuss my in-class plans for the coming class sessions. They also informed me daily of any 'language' or 'content' words which needed to be re-defined at the next class period. They also provided an excellent 'ear to the ground' for me in terms of letting me know how the students were receiving the material. By working together, the instructional quality of both the classroom and the study group improved. The reader is also directed to the MASTER PLAN section which delineates how the classroom and study group activities were coordinated.

Conclusion

Overall I think I learned more than the students from Project LEAP. I am pleased to have participated because it enhanced my skills as an educator. It increased my awareness of the multicultural nature of the classroom; the need to continue to use multiple techniques to reach the students of the 90's who are very visual-oriented in their learning; and to constantly review and revise what we write, distribute or say in the classroom to assure we are reaching our student audience effectively.

Master Plan

A master plan for Sociology 201 follows the course syllabus which delineates how the lecture and study group activities were coordinated. The master plan includes activities used in the lecture and the reading, writing and study skills exercises which took place in the study group. By using the master plan, the reader should be able to locate the activities taking place on any given class period. Since all activities were coordinated between the classroom instructor and the study group leader, the students were consistently prepared for the next learning experience in the course.

SOCIOLOGY 201 **WINTER, 1993**
Schedule number 14051: section 2

Instructor: K. William Wasson, Ph.D. MW 0950-1130
Office: KH C 3059 KH LH 1
Office Hours: MW 1615-1730, TR 0900-0930 or by appointment.
Telephone: 343-2219 or 343-2200 [main office-leave msg.]

PURPOSE: The purpose of this course is:

1. to familiarize you with the social factors which have shaped your life to date;
2. to have you look at the wide range of social forces which have influenced:
   a. the way you feel about yourself,
   b. the goals toward which you strive, and
   c. your relationships with others; and,
3. to familiarize you with methods of turning these external social factors to your advantage.

COURSE OUTLINE

RESOURCE TEXT: **SOCIOLOGY** by John J. Macionis, 4th edition, 1993.

WEEK	TOPIC	RESOURCE TEXT REFERENCE
(1st thru 4th weeks)		Chapters 1 - 4

This section will introduce you to the sociological 'point of view' in how people learn about the world around them. We will examine how sociologists study the social world in a scientific way. We will study 'key' concepts by which we order and interact with our world.

Jan. 4	Introduction	
Jan. 6	Sociological perspective	[chap 1]
Jan. 6	Sociological investigation	[chap 2]
	Writing sample distributed.	
Jan. 11	Culture — **Library Exercise w/ ½ class**	[chap 3]
	Writing sample DUE.	
Jan. 13	Culture — **Library Exercise w/ ½ class**	[chap 3]
Jan. 18	NO CLASS — Martin Luther King Jr. Holiday	
Jan. 20	Culture — **small group exercise.**	[chap 3]
Jan. 25	Culture — **small group exercise.**	[chap 3]

Jan. 27	Society — **discussion of first learning** exercise and **distribution of first take-home learning exercise- DUE February 3.**	[chap 4]

(5th thru 7th weeks) [chapt 5 - 8]

This section begins by demonstrating the process by which we learn to become human and how we learn about the world about us as individuals--in interaction, and how this very process defines how we will interact with it (the world). Next we discuss what and who are deviant(s) and how they get that way.

Feb. 1	Socialization	[chap 5]
Feb. 3	Groups and Organizations [part] **First take-home learning exercise DUE.**	[chap 7]
Feb. 8	Social Interaction in Everyday Life	[chap 6]
Feb. 10	Social Interaction in Everyday Life — **small group exercise**. **Distribution of writing assignment: analysis of a social interaction.**	
Feb. 15	Deviance	[chap 8]
Feb. 17	Deviance — **small group exercise** **Writing assignment DUE.** **Distribution of second take-home learning exercise.**	

(8th thru 10th weeks) [chaps 9,10,15, 17,22 & 23]

What is the source of the inequality in our society? What are the major social definitions by which it is justified? What is collective behavior and why should you be concerned about it? How does real social change occur? How can I be involved?

Social inequality: [chaps 9 - 10]

Feb. 22	social stratification	
Feb. 24	social class **Second take-home learning exercise DUE!**	
Mar. 1	Family [**course evaluation one**] **Individual grading options selected.**	[chap 15]
Mar. 3	Religion [**course evaluation two**]	[chap 17]
Mar. 8	Collective Behavior and Social Movements [collective behavior part] **Final take-home learning exercise distributed**	[chap 22]
Mar. 10	Social Change and Modernity	[chap 23]

FINAL LEARNING EXERCISE DUE - WEDNESDAY, MARCH 17, 1993!

' WELCOME TO THE WONDERFUL WORLD OF SOCIOLOGY '

EVALUATION SYSTEM;

Each learning exercise [l.e.] consists of a set of 'standard' questions and one or more 'applied' questions. All questions will be answered in essay format and will be written in complete, legible English sentences. Illegible writing will not be graded. It is suggested that you use either the large bluebooks or paper 8 1/2 by 11 inches in size.

ALL L.E.s WILL BE TAKE-HOME, INCLUDING THE FINAL. You will have one week to complete them. LATE L.E.s WILL BE ACCEPTED ONLY IN ACCORDANCE WITH UNIVERSITY POLICY FOR EXAMS. If you achieve a 60% or greater on an L.E., you will be encouraged to CORRECT any question(s) on which you lost points within ONE WEEK of the return of the L.E. YOU MAY EARN UP TO one half OF THE POINTS YOU LOST BY COMPLETING A MAKE-UP QUESTION FOR EACH QUESTION YOU ARE OPTING TO CORRECT.

EVALUATION POINT/GRADING SYSTEM:

Option 1 [count 3 learning exercises]	Option 2 [count 2 learning exercises]
495 - 550.0 = A;	423 - 450.0 = A;
440 - 494.9 = B;	378 - 422.9 = B;
385 - 439.9 = C;	333 - 377.9 = C;
330 - 384.9 = D;	288 - 332.9 = D;
< 330 points = F.	< 288 points = F.

The grades come from the following items:

[a] each learning exercise (@ 100 pts each)	300/200 pts;
[b] participation [attendance] in small group exercises	100 pts;
[c] writing assignment	100 pts;
[d] library project	50 pts.

BONUS EFFORT ONE: Up to TEN points may be earned on a bonus question on each take-home learning exercise.

NOTE: ALL QUOTES IN PAPERS AND IN LEARNING EXERCISES WILL BE APPROPRIATELY CITED FOR THE AUTHOR[1]. FAILURE TO CITE SOURCES WILL RESULT IN A 5 POINT DEDUCTION PER L. E. QUESTION AND FAILURE OF A BONUS PAPER.

BONUS EFFORT TWO: Up to an additional TEN points may be earned by doing a summary paper on a topical chapter not covered in the class lecture. The paper will include:

Title page
Table of contents
[substantive section of 3 pages single-spaced or 5 pages double-spaced--with standard margins]
[internal citation will be used][1]
References (Standard American Sociological Association format).[1]

BONUS PAPER IS DUE AT THE BEGINNING OF CLASS ON THE LAST CLASS DAY OF THE TENTH WEEK [March 10, 1993].

[1] This will be covered in class lecture and in a handout.

SOCIOLOGY 201
MASTER PLAN - WINTER 1993

WEEK		LECTURE	STUDY GROUP
I	Class 1	* Getting to Know You	* Understanding Project LEAP * Understanding the Soc. 201 Class Outline * Group Building[1] * Assessing Your Study Skills
	Class 2	*Developing the Sociological Perspective I	* Textbook Overview * Group Building
II	Class 1	* Library Tour (1/2 class) (Writing sample due)	* Chapter Structure Awareness Training
	Class 2	* Library Tour (1/2 class)	* Clarifying the Library Research Process * Notetaking in Sociology
III	Class 1	**No class - Holiday**	
	Class 2	* Hit-Hug Exercise	* Preparing Reading Guides * Writing Summaries: Defining "Culture" * Peer Review and Feedback: Defining "Culture"

WEEK		LECTURE	STUDY GROUP
IV	Class 1	* Create Your Own Culture-So You're Lost on a Desert Island!	* Preparing Reading Guides: Follow-up Activities * Writing Summaries:Peer Review and Feedback * Connecting Words * Using Office Hours Wisely * Psyching Out the Professor * Paraphrasing in Sociology
	Class 2	* Practice for Learning Exercise One (includes paraphrasing and formats for citations)	* Using Quotations, Writing Bibliographies, and Avoiding Plagiarism * Fulfilling the Learning Exercises
V	Class 1	* Social Interaction: Demonstration Skit	* Learning Exercise One: Peer Review and Feedback * Writing for Different Audiences * Using Quotations, Writing Bibliographies, and Avoiding Plagiarism (cont.)
	Class 2	(1st exam due)	* Using Office Hours Wisely (cont.)

WEEK		LECTURE	STUDY GROUP
VI	Class 1	* Social Interaction Analysis * Writing Assignment distributed * Formats for Endnotes/References	* Understanding a Sociology Case Study
	Class 2		* The Sociology Case Study-Peer Review and Feedback Form * Journal Writing
VII	Class 1	* Writing Assignment due	* Learning Exercise Two (See procedure for Learning Exercise One)
	Class 2	* Learning Exercise Two distributed	
VIII	Class 1		* Learning Exercise Two: Peer Review and Feedback (See procedure for Learning Exercise One)
	Class 2	* Learning Exercise Two due	

WEEK		LECTURE	STUDY GROUP
IX	Class 1		* Individual Conferences with students
	Class 2	* Model Writing Assignment distributed	* Study Skills Inventory (post course)
X	Class 1	* Developing the Sociological Perspective II	
	Class 2	* Final distributed	

Sociology 201: Selected Exercises and Activities

Section I: Lecture Activities

- Getting to Know You
- Developing the Sociological Perspective I
- Library Tour
  Handout: Introduction to the Library
- Hit-Hug Exercise
- Create Your Own Culture - So You're Lost on a Desert Island!
- Practice for Learning Exercise One
- Social Interaction: A Demonstration Skit
- Social Interaction Analysis
- Model Writing Assignment
- Writing Assignment
  Handout: Formats for Endnotes/References
- Developing the Sociological Perspective II

Section II: Study Group Exercises

- Understanding Project LEAP
- Understanding the Sociology 201 Class Outline
- Assessing Your Study Skills
  Handout: Study Skills Inventory
- Textbook Overview
  Handout: Understanding the Organization of the Textbook
- Chapter Structure Awareness Training

- Clarifying the Library Research Process
- Notetaking in Sociology
  Handout: How to Take Good Lecture Notes
- Preparing Reading Guides
  Handout: Sample Reading Guide for Chapter 2
- Writing Summaries: Defining "Culture"
  Handout: Peer Review and Feedback-Defining "Culture"
- Connecting Words
- Using Office Hours Wisely
  Handout: Using Office Hours Wisely
- Psyching Out the Professor
- Paraphrasing in Sociology
- Using Quotations, Writing Bibliographies, and Avoiding Plagiarism
  Handout: How Not to Plagiarize
- Fulfilling the Learning Exercises
- Handout: Writing for Different Audiences
- Learning Exercise One: Peer Review and Feedback
  Handout: Peer Review and Feedback Form #1
  Handout: Peer Review and Feedback Form #2
- Understanding a Sociology Case Study
  Handout: The Sociology Case Study - Peer Review and Feedback Form
- Journal Writing

SECTION 1: LECTURE ACTIVITIES

K. William Wasson **Sociology 201**

GETTING TO KNOW YOU

OBJECTIVE: The purpose of this activity is two-fold;

1. to create a less formal and more relaxed setting for our in-class learning environment;
2. to set the stage for interactive learning patterns among the students by creating small discussion sections.

PROCEDURES:

Stage 1: While calling the class role, have the students respond with some personal bit of information about themselves; such as the size of their graduating class in the high school.

Stage 2: After the conclusion of stage 1, the instructor introduces himself by recalling his high school days and other pertinent anecdotal information.

Stage 3: Have the students introduce themselves to each other, i.e., to the person on their left, to the person on their right, to the person in front of them and to the person in back of them.

Stage 4: Conclude with the class self-selecting into five-person discussion sections. Use as a non-threatening first task the selection of a group name and creating a list of group members to give to the instructor.

EVALUATION: The students have always found these small groups and the non-threatening class environment very beneficial in their learning. It has also created a very positive learning environment within the classroom for sharing content material and developing questions.

K. William Wasson **Sociology 201**

DEVELOPING THE SOCIOLOGICAL PERSPECTIVE I

OBJECTIVE: The purpose of this activity is two-fold;

1. to introduce the students to the process of viewing the world about them in a sociological perspective by presenting an article from a newspaper or periodical for them to assess sociologically with their current state of sociological knowledge;
2. to enhance their writing abilities.

PROCEDURES:

Stage 1: Present a selected article for the students to write a one-page letter to their cousin - simply reporting what they see in the article as of their first week in Sociology 201.

Stage 2: Prepare them for the fact that they will again write on this same article during the tenth week of the quarter, so that we can measure their acquisition of a sociological perspective over this time period.

EVALUATION: The activity stimulates questions regarding what is the sociological perspective in their world. It moves the day's discussion into an applied framework.

ASSIGNMENT: Write a one page letter to your cousin describing whatever you understand from the following article:

> "U. S. Study Says Asian-Americans Face Widespread Discrimination," in the New York Times and Prentice-Hall, SOCIOLOGY: A Contemporary View: Selected Readings, page 10.

K. William Wasson **Sociology 201**

LIBRARY TOUR

OBJECTIVE: The purpose of this activity is two-fold:

1. to teach the students how to access professional research materials from two sources: printed documents and computer databases; and,

2. to lessen the fear and intimidation that a large library sometimes gives a student which discourages their use of this resource facility. The library tour is given from the library users' perspective.

PROCEDURES:

Stage 1: See the attached documents regarding searching for a sociological concept:

1. search in the Sociological Abstracts and then in the CARL computer database; and

2. search in the Subject Card Catalog and the computer listing of current library holdings.

Stage 2: The students work first in groups to locate a given sociological concept as indicated which is reviewed by the instructor BEFORE they begin their individual assignment.

Stage 3: Have each student work independently on his/her own time to research a different concept from the same sources as the class exercise.

EVALUATION: This activity generates a great deal of positive response from students who feel too intimidated to try locating documents in the library and/or who do not know what types of documents to seek when writing a college research paper. Even some upper division students have indicated how beneficial the library users' tour of the library has been for them.

K. William Wasson **Sociology 201**

HANDOUT: INTRODUCTION TO THE LIBRARY

Overall purpose of the library project:

A. To learn how to locate professional journal articles:
  [1] in the **Sociological Abstracts** and
  [2] from a computer terminal listing; and,
B. to learn how to locate a book on a particular subject:
  [1] from the **subject card catalog** and
  [2] from a computer terminal listing.

A. 1. LOCATING A PROFESSIONAL JOURNAL ARTICLE IN THE SOCIOLOGICAL ABSTRACTS

Step 1. Look for the Sociological Abstracts [Index Table 15A, first floor of Kennedy Library North].

Look at Attachment A [Sociological Abstracts, vol. 39, part 2 Aug-Oct, 1991, page 2046 in '**subject index**']

Look at the subject heading, '**social justice**'.

You will find the first listing:

acquired immune deficiency syndrome, attitudes toward victims- belief in a just world relationship; scale/interview data; university students, US; **91X9598**

Step 2. Look at Attachment B [page 1775, Sociological Abstracts] Under the accession number **91X9598**, you will find a summary of an article written by Anthony L. Ambrosio and Eugene P. Sheehan.

WRITE DOWN the **name of the periodical/journal**, including its **volume**, month and year of publication and **page numbers of the article**.

Look at Attachment C for an explanation of how to read a journal abstract heading.

Step 3. Check the 2nd floor Periodicals/Serials Card Catalog to verify if CSULA owns the journal you are interested in. Look at Attachment D [card catalog card for Journal of Social Behavior and Personality].
If CSULA does not carry the journal you want, contact the Reference

Librarian(s) for instructions on how to order journals through interlibrary loan.

Step 4. Go to the stacks and locate the specific volume of the journal you are interested in.
Make a copy of the first page of the article by Ambrosio and Sheehan, 'The Just World Belief and the AIDS Epidemic' [attachment E].

A. 2. LOCATING A PROFESSIONAL JOURNAL ARTICLE FROM A COMPUTER TERMINAL LISTING

Step 1. To locate our subject of 'social justice' on the computer:

Select a database option [CARL, LEXIS/NEXIS, etc]. In this exercise, we will use the CARL database.

To connect to the CARL database, what number do you select/type?
Answer: 1

Step 2. Once connected to the CARL database, what number do you select/type to search for journals/periodicals owned by CSULA?
Answer: 11

Step 3. To search for our topic of 'social justice'; we will use the word search option, **'W'**.

Step 4. Type in the word search selection: social justice

Step 5. When search is complete; depress <ENTER>.
Select D [the display option].

Step 6. Choose three of the articles listed. Write down the **author of the article, name of the article, name of the journal, year of publication, volume number and the beginning page number of the article.**

Step 7. Select one of these articles and <ENTER> for a complete listing of the article to include page numbers.

B. 1. USING THE CARD CATALOG: LOCATING A BOOK ON A PARTICULAR SUBJECT FROM THE SUBJECT CARD CATALOG.

For the purpose of the activity, we will use the subject 'social justice'.

Step 1. Go to the SUBJECT CATALOG [Library North, first floor].

Locate alphabetically the title subject 'social justice'.

Look at the first three cards in the subject index. Write down the call numbers.

Step 2. Go to the reference desk [first floor, Library North] to find the location of your book - use the 'broad subject area' call number (HN); see description below.

CALL NUMBER

HN
60
A34
1984

Step 3. Books are located on floors A through 4 [Library North and South]. Refer to the 'location of books' charts on the walls to find the specific location of your book.

Step 4. Make a copy of the title page of the book you locate.

B. 2. USING THE COMPUTER TERMINAL REFERENCE SYSTEM TO LOCATE A BOOK

Step 1. Go to the computer terminals [first floor, Library North adjacent to Sociological Abstracts reference area, Table 15A and B].

The terminal will give you a prompt command of

```
title?
```

You will enter 'social justice' for a subject search

```
title? =social justice$  <ENTER>
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Examples appear as follows:	in regular card call number format:
BLAASJU990	- - - - - [ignore this line]
E,185.615,B63,1984	E
Boxill, Bernard R.	185.615
Blacks and Social Justice	B63
	1984

Step 2. Repeat Step 2 from previous section.

Step 3. Repeat Step 3 from previous section.

Step 4. Repeat Step 4 from previous section.

K. William Wasson **Sociology 201**

HIT-HUG EXERCISE

OBJECTIVE: The purpose of this activity is two-fold;

1. to get the students to recognize that a universal cultural non-verbal communication technique of 'touching' is not rigidly defined but rather varies within a normative range, i.e., each of society's subcultures [and even groups within] have its own definition and interpretation; and,
2. to get the students to begin to see the necessity for practicing cultural relativity, evaluating the ways of another culture according to that culture's values rather than the values of their own culture.

PROCEDURES:

Stage 1: Have each of the discussion sections discuss and develop responses for each of the following questions about both ends of the tactile communication continuum, hit and hug:

1. What is a hit/hug?
2. Who may you hit/hug?
3. When may you hit/hug?
4. Where may you hit/hug them?

Stage 2: At the conclusion of the group report, conduct a general discussion on their observation of these responses. The instructor summarizes by noting that there is no unanimity in any of these items, hence the relevance of cultural relativity to this most fundamental form of non-verbal communication.

EVALUATION: At first this activity generates a great deal of humor among the participant class members but as they proceed they discover that we are not unanimous in our definitions or interpretations and begin to value the idea of cultural relativity.

K. William Wasson **Sociology 201**

CREATE YOUR OWN CULTURE - SO YOU'RE LOST ON A DESERT ISLAND!

OBJECTIVE: The purpose of this activity is two-fold:

1. to have the students develop a survival culture answering the following questions:
    a. Who will prepare the shelter?
    b. Who will gather the food and water?
    c. Who will prepare and distribute the food/water?
    d. What kind of sanctions will you have for those who do not follow the rules?
    e. What kind of sex norms will you develop?
2. to get the students to see that even though they had the opportunity to develop any type of society/culture they chose, most will be prisoners of their previous cultural conditioning and transplant to the new land the same ways of doing things they knew in their previous homes.

PROCEDURES:

Stage 1: Have each of the discussion sections discuss and develop responses for each of the questions in 1a through 1e above.

Stage 2: At the conclusion of the group report, conduct a general discussion on their observations of the responses. The instructor summarizes by noting the conformity most of their answers had to their previous cultural conditioning.

Stage 3: Conclude with a general discussion of whether the students feel they are 'prisoners of culture' or does their culture provide them 'freedom of choice'.

EVALUATION: At first this activity generates a great deal of humor among the participant class members but as they proceed they discover the significance of the question. Spirited discussion generally emerges on both sides of the issue.

K. William Wasson **Sociology 201**

PRACTICE FOR LEARNING EXERCISE ONE

OBJECTIVE: The purpose of this activity is two-fold;

1. to familiarize the students with norms of writing a college essay exam, particularly paraphrasing and internal citations; and
2. to familiarize them with analyzing a written vignette of a sociological situation, which is a part of their learning exercise.

PROCEDURES:

Stage 1: Distribute the information on paraphrasing and citations; give examples in class and discuss [see FORMATS FOR ENDNOTES/REFERENCES attached].

Stage 2: Use the small group discussion sections to practice analysis of a vignette. First, the instructor talks the class through a sample situation ; and then, the class analyzes, in their discussion group setting, a second situation. The groups report so that the instructor may comment on their findings before distributing the first take-home learning exercise of the quarter.

EVALUATION: This activity sometimes generates some anxiety because it has two levels of information, the first mechanical in terms of writing a document and the second analytical in terms of sociological interpretation.

K. William Wasson Sociology 201

SOCIAL INTERACTION : A DEMONSTRATION SKIT

OBJECTIVE: The purpose of this activity is:

1. to teach the students how to analyze a written vignette of a sociological situation, involving the concept of deviance, which is also a part of their second learning exercise.

PROCEDURES:

Stage 1: Use the small group discussion sections to practice analysis of a vignette. First, the instructor talks the class through a sample situation; and then, the class analyzes, in their discussion group setting, a second situation. The groups report so that the instructor may comment on their findings before distributing their second take-home learning exercise of the quarter.

EVALUATION: This activity generates a number of questions but since the format is similar to the first learning exercise, the student's sociological observation skills have generally improved to make it more easily understood. It is another example which enhances their sociological awareness of the world around them.

K. William Wasson **Sociology 201**

SOCIAL INTERACTION ANALYSIS

OBJECTIVE: The purpose of this activity is two-fold;

1. to teach the students how to analyze a simple dyadic interaction, the basic socialization learning mechanism of any culture; and,
2. to familiarize them with this analysis process so that they can conduct their own analyses outside the classroom and prepare a written report thereon.

PROCEDURES:

Stage 1: Place the five steps of an interaction analysis on the board. Stage a demonstration of a dyadic interaction at the front of the classroom. Talk the students through the five-step analysis of what they have just observed.

Stage 2: Assign to each small group discussion section a dyadic interaction to perform in front of class. Randomly select another five-person group to analyze the presentation. Continue until ALL groups have performed and analyzed.

Stage 3. Discuss the format of the observation they will observe outside the classroom and write as a short paper.

EVALUATION: This activity sometimes generates some humor and anxiety. It is invariably, however, one in which the students seem to gain a great deal. It enhances their sociological awareness of the world around them.

MODEL WRITING ASSIGNMENT

AT THE J.F.K. LIBRARY

Analysis of a Social Interaction

by Mary Perez

Sociology 201
Section 01

Professor Wasson
Fall, 1991

TABLE OF CONTENTS

Page

Introduction 1

Social Interaction 1

  - Status of the individuals
  - Role of the individuals
  - Definition of the situation
  - Exchange
  - Set up for next interaction

Cultural Aspects 2

  - Symbols
  - Language
  - Subculture

References 4

AT THE J.F.K. LIBRARY

Introduction:

Everyday, people interact with others. This social interaction among individuals is a way of communicating ideas to other people. This paper will analyze a particular social interaction among two individuals by using sociological concepts such as; cultural symbols, language, and subculture. It will also define the role of each induvidual.

Social Interaction:

As defined by Macionis, "social interaction is the process by which people act and react in relation to others."(1) We can conclude that social interaction can only take place when there are more than one individual. An exchange of ideas should take place also.

Status of Individuals:

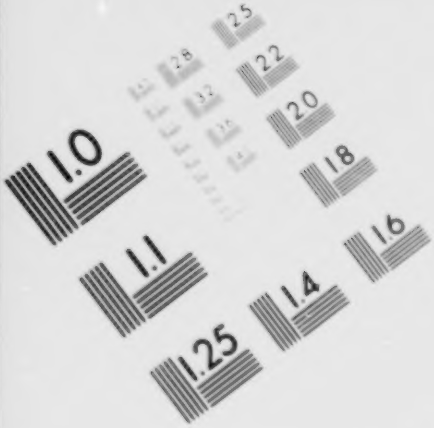
The status of the individual initiating the interaction is a student that tries to interact with another individual who is also a student. The social position in relation to the two individual is the same. Both individuals have an achieved status as students from the same course.

Role of the Individuals:

The role of the two individuals are students, sons, and men. Both individual were acting as students at the library. The role set that each individual had were very similar.

Definition of the Situation:

The two individuals were sitted at the J.F.K. Library, third floor. The one that initiated the interaction started by saying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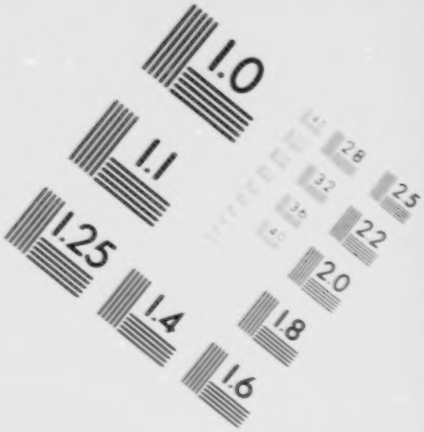
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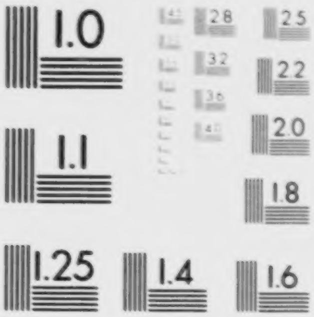
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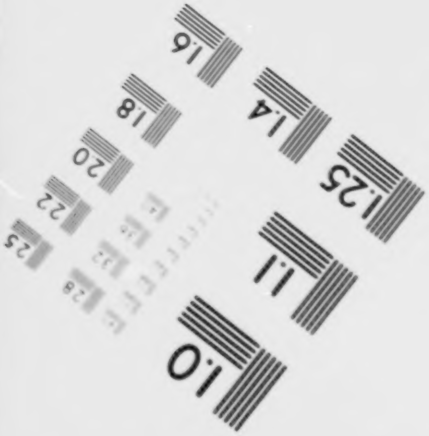
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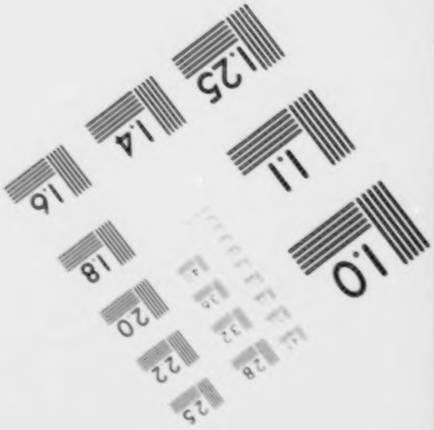
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"hi." The other individual responded by also saying "hi." As the first individual sat down, he asked for some assignment solutions that were due next class meeting. The conversation was very casual and it seemed that they knew each other from a long time ago. I think that the topic was appropiate for this two individuals.

Exchange:

Throughout the conversation, there were verbal and nonverbal communication. The verbal consisted of the spoken language. The nonverbal communication consisted of smiles and laughs. Also, the nodding of heads was part of the nonverbal communication.

Set up for next interaction:

As they finished talking, I overheard that they would see each other in class tomorrow. Also, they've decided to exchange solutions during the class meeting.

Cultural Aspects:

The cultural aspects of this interaction was also noticed. Each individual showed their cultural background by their symbols, language and subculture.

Symbols:

The symbol showed by the individuals consisted of the jade pendants that each one had. The jade is a typical symbol for Asian people.

Language:

The language that both individual utilized during their interaction was Cantonese. I was able to hear their conversation since I also speal Cantonese. This showed their subculture which is a different language from the dominant culture.

Subculture:

The physical appearance of the two individuals showed their distinctiveness from the dominant culture. Both of the individuals were Chinese-American which is a subculture in this society. Another subculture that they showed was related to their major. It was obvious that they were majoring in business. This can also be classified as a subculture such as the Association of Businessmen.

REFERENCES

Johnson, Allan G. Human Arrangements: An Introduction to Sociololgy, 3d edition. 1992.

Macionis, John J. Sociology, 3d edition. 1991.

Vander Zanden, James W. The Social Experience: An Introduction to Sociology, 1988.

K. William Wasson SOCIOLOGY 201

WRITING ASSIGNMENT

An observation paper will be written during the quarter. The topic will be the analysis of an observation that you make of two persons in a public place, such as the Eagles Landing cafeteria. You should use sociological concepts from Chapter 6 in the text to describe this observation.

DO NOT USE FAMILY MEMBERS.
The parts of the observation described will include (as discussed in class) the following:

STATUS:
a. social position of participants; and,
b. perceived social position of the initiating participant to the other [i.e., higher, equal or lower];

ROLE:
a. role of each of the participants;

DEFINITION OF THE SITUATION:
a. who initiated the conversation and did they stay in control; and,
b. appropriateness of topic discussed between these two persons in this environment, i.e., location of this interaction.

EXCHANGE:
a. what transpired (verbal and nonverbal communication);

SET-UP-FOR-NEXT-INTERACTION or EXIT:
a. at the conclusion of the interaction was there a 'set up' for a next interaction or was it a terminal exit.

The format of the paper will be as follows:
Title page
Table of contents
(substantive section)* *
References * *

* * The format(s) for these will be discussed in class.

This paper is due at the beginning of class:

Wednesday, MAY 12, 1993	MW 0950-1130 section 02
Thursday, MAY 13, 1993	TR 0950-1130 section 08
Thursday, MAY 13, 1993	TR 1620-1800 section 13

Student examples are available at the Limited Loan section of the Kennedy Library [# 4034].

K. William Wasson SOCIOLOGY 201

HANDOUT: FORMATS FOR ENDNOTES/REFERENCES

When writing scholarly papers, you may wish to directly quote from the writing of someone else. Since you must give them credit for the writing, we have three ways of noting this: citation, endnotes or footnotes and references.

I. **CITATION**: A citation is where you quote someone else's writing or lecture in the text of your paper, such as—

'Sociology is the scientific study of human society,' (Macionis, 1993:2).

In this case you simply copy the quote directly...placing single quotation marks around it and citing it - first the author's name, followed by the year of publication of the book or article from which you took the information and then the page number where it is to be found.

II. **ENDNOTES***: These are the notations at the end of your paper which refer to particular quotations (citations) you've made in the text of your paper. They are in sequential number order, i.e., from 1 through n.

EXAMPLE: Let's assume you cite the definition of the word "Sociology" from the textbook.

In the text of your paper it reads: . . . 'Sociology is the scientific study of human society.'[1]

Then on your ENDNOTES page at the end of your text it would read:

[1]Macionis, John J., Sociology, 4th edition, 1993, P 2.

*The only difference between ENDNOTES and FOOTNOTES is where they appear in the paper. ENDNOTES appear on a summary page at the end of your paper. FOOTNOTES appear at the bottom of the page where you make the quotation.

III. **REFERENCES** are the books or articles from which you have taken your quotations/citations. They will be listed on a separate page at the end of your paper–the last page.

1. If it is a book:

a b
Aberle, David F. The Peyote Religion Among the Navajo.

Chicago: Aldine, 1966.
c d e

a. Author's name: last, first and middle initial.

b. Title of the book.

c. Publication city.

d. Publication press/publisher.

e. Year of publication.

2. If it is an article in a journal/magazine:

a b c
Beigel, Hugo G. "Romantic Love." American Sociological Review,
Vol 16, No. 3 (June 1951) :326-334.
d e f g

a. Author's name: last, first and middle initial.

b. Name of the article.

c. Name of the journal wherein it is found.

d. Volume of the journal.

e. Issue number of the journal.

f. Date of the issue.

g. Pages on which the article is found.

K. William Wasson **Sociology 201**

DEVELOPING THE SOCIOLOGICAL PERSPECTIVE II

OBJECTIVE: The purpose of this activity is two-fold:

1. to again introduce the students to the process of viewing the world about them in a sociological perspective by presenting the SAME article from day two, week one for them to assess sociologically now that they have had nearly ten weeks of instruction in the sociological perspective.
2. to further enhance their writing abilities.

PROCEDURES:

Stage 1: Present the same article used during the first week of the class for their first writing sample assignment. Again they write a one-page letter to their cousin about the article. This time, of course, a greater sense of sociological explanation is expected.

EVALUATION: This time the activity generates questions about length of the letter, since they are now more aware and have more to say sociologically to their cousin. They must now practice parsimony of expression. It is another example which enhances their sociological awareness of the world around them.

SECTION II: STUDY GROUP EXERCISES

Lia Kamhi-Stein Sociology 201

UNDERSTANDING PROJECT LEAP

OBJECTIVE: To help students understand the components of Project LEAP.

RATIONALE: Making students aware of the components of Project LEAP will help students understand how the study group will be conducted.

PROCEDURES: After the study group leader has discussed the components of the study group program, tell students that this study group is aimed at helping them learn reading and writing strategies and study skills that students should be able to use to fulfill the assignments in both the Sociology class and other general education courses. The study group leader should emphasize that an important aspect of the study group will consist of making students aware not only of **what** reading and writing strategies or study skills they need to use, but also **when**, **how**, and **why** students should use such strategies.

Lia Kamhi-Stein **Sociology 201**

UNDERSTANDING THE SOCIOLOGY 201 CLASS OUTLINE

OBJECTIVE: To help students become aware of the demands and requirements of the Sociology class.

RATIONALE: Making students aware of the demands of the Sociology class at the beginning of the quarter helps students get organized for the rest of the quarter.

PROCEDURES: The first day of class, have students work with Dr. Wasson's Course Outline. Have the class as a whole look at the upper portion of the outline (page 1), where Dr. Wasson explains the purpose of the course. Have students pay particular attention to Dr. Wasson's office hours and his office location. Most importantly, have the whole class read and understand the purpose of the course.

Because the course outline is divided into three different main sections, divide the study group into three groups. Each of the groups will be asked to read one of the sections in the outline. Specifically, each group will be asked to read and understand the objectives of the section assigned, the reading requirements, and the writing assignments. Then, a representative from each of the groups will be asked to explain to the rest of the class their understanding of the objectives, the reading assignments, and the writing assignments. Because Dr. Wasson's class has several distinct writing and reading assignments, it is critical to make students understand that they cannot fall behind with the reading and/or the writing. If some of the students have the textbook with them, have them look at the chapters they will be expected to read. By understanding the reading load, you will reinforce the importance of keeping up with the reading.

Have the study group as a whole look at Dr. Wasson's evaluation system. Students should become aware that the grades in this class come from several items (have students look at page 3 in the outline). Most important, have students understand the grading system.

After looking at the course outline, encourage students to ask questions or raise any concerns. You can open the discussion by asking one question yourself. If there are questions that cannot be answered in the study group, have one student "visit" Dr. Wasson and report the answer to the study group member the following class (See "Using Office Hours Wisely.")

Instructions: Have students answer the following questions.

1. Whole class. Look at the upper portion of the syllabus and decide, what is the purpose of the Sociology class?

2. Small groups. Look at Section 1 (2 or 3) and summarize the objectives of the section, the reading requirements, and the learning exercises and/or writing assignments included in the section. Then, you will be asked to share your oral summaries with the other groups.

3. Whole class. Look at Dr. Wasson's evaluation system. Where do the grades in the Sociology class come from?

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ASSESSING YOUR STUDY SKILLS

OBJECTIVE: Having students complete a study skills inventory will serve two purposes. First, it will help students become aware of some of the strategies they use when they read, write, and study for school. Second, the study skills inventory will provide study group leaders with a pre and post-LEAP diagnostic tool. This means that the study skills inventory will be administered the first and last days of class.

RATIONALE: Students need to become aware of the strategies they use when they read, write, and study for school. Moreover, study group leaders also need to understand the students' self-perceptions of their study skills.

PROCEDURES: The first time you administer the survey, have students fill it out individually. Then, have students work in small groups and share their answers. This "sharing" will help students understand that most of their concerns are not "unique."

Collect the students' surveys and before the next class analyze your students' responses. In this way, you will become aware of the students' perceptions of their study skills.

Have students fill out the same survey on the last day of class. Return the original survey and have students compare the answers given on the first and last day of class.

Instructions:

1. Have the whole class fill out the Study Skills Inventory.
2. Working in small groups, have students share their responses, and decide which study skills they think they would like to change during the course of the quarter.
3. At the end of the quarter, have students fill out the Inventory again.
4. Working in small groups, have students share with their classmates how their study skills compare with those at the beginning of the quarter. What are the skills they still need to improve?

HANDOUT: STUDY SKILLS INVENTORY

Student Information

(1) Name ____

(2) Sex .... ☐F ☐M

(3) Ethnicity:

☐African-American ☐Mexican-American ☐Central-American (specify country of origin) ☐Asian-American ☐Other

(4) First language .... ☐English ☐Spanish ☐Tagalog ☐Cantonese ☐Vietnamese

(5) Class standing in college .... ☐Freshman ☐Sophomore

(6) GPA .... ☐Below 1.00 ☐Between 1.01 and 2.99 ☐Between 3.00 and 4.00

How well would you say you are able to do the following in English:

(7) Participate in class .... ☐Very well ☐Well ☐Not well ☐Not at all

(8) Understand class lectures .... ☐Very well ☐Well ☐Not well ☐Not at all

(9) Read academic texts .... ☐Very well ☐Well ☐Not well ☐Not at all

(10) Write essays .... ☐Very well ☐Well ☐Not well ☐Not at all

(11) Write papers .... ☐Very well ☐Well ☐Not well ☐Not at all

Study Skills Information

(12) When I read my textbook, I use italicized words to help me understand written text.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(13) When I read my textbook, I use chapter headings to guide my reading.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(14) After class, I review my notes to help me understand the information presented by the instructor.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(15) I try to identify the main points in a lecture.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(16) I am up-to-date in my class assignments.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(17) When I read my textbook, I keep in mind what I have to learn from it.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(18) I come to class unprepared.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(19) My underlining helps me review text material.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(20) When I review class materials, I think of potential test questions.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(21) I mentally translate what I am studying into my own words.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(22) I compare my notes with other students' to make sure my notes are complete.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(23) I review my notes before the next class.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(24) I am unable to summarize what I just read in a book.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(25) When I read, I stop periodically and mentally go over what I just read.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(26) When I have to study information from my textbook, I find it difficult to decide what is important.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(27) When I am studying, I try to make connections between what I have to lear and what I already know.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(28) I find it hard to pay attention during lectures.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(29) When I read a textbook, I pay attention to the first and/or last sentences of most paragraphs.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(30) I make drawings or sketches to help me understand what I am studying.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(31) It is hard for me to decide what I should underline in a text.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(32) I use chapter headings to help me identify important points in my reading.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(33) I test myself to be sure I know the material I have been studying.

☐4. always ☐3. often ☐2. sometimes ☐1. never

(34) When I study, I get lost in details.

☐4. always ☐3. often ☐2. sometimes ☐1. never

Adapted from Weinstein, C. E., Schulte, A.C., & Palmer, D. R.(1987). Learning and study skills inventory. Clearwater, Fl: H & H Publishing Co.

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TEXTBOOK OVERVIEW

OBJECTIVE: To help students understand how the Sociology textbook is organized.

RATIONALE: By helping students become familiar with the basic content and organization of the text, reading for academic purposes becomes an easier task because students will understand the purpose that each of the different sections in the textbook serves.

PROCEDURES: Have students work in small groups and fill in the blanks or answer the questions.

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HANDOUT: UNDERSTANDING THE ORGANIZATION OF THE TEXTBOOK

Instructions: Working in small groups, answer the questions or fill in the blanks below.

Name of textbook:

Author(s):

1. Working in groups, survey your textbook and decide which of the following features it contains. Place a check next to the appropriate box.
2. Determine the purpose that each of the sections serves. Be ready to share your ideas with the entire class.

SECTION	YES	NO
Table of Contents		
Preface		
Chapter summaries		
Key concepts		
Suggested readings		
Tables		
Figures		
Name index		
Glossary		
References		
Critical thinking boxes		

3. Using your textbook and working in small groups, answer the following questions or locate the information. Be prepared to explain how you found the information to the rest of the class.

   a. Examine the section titled "Brief Contents" (v) and decide how many parts the textbook has. What are the themes presented in two of the parts? For example, Part 1's theme is "The Foundations of Sociology."

   b. Look at the section titled "Contents" and decide:

      1. What is the title of chapter 1?

2. How can you recognize chapter titles?

3. How many sections can you identify in chapter 1? (4 sections)
How did you identify the sections in the chapter?

4. Identify one of the sections in chapter 1 and decide how many subsections it includes. What is the difference between chapter sections and subsections?

5. What is the difference between redface and blackface type? Why is this an important feature to distinguish?

c. Where in your textbook can you find the definition of hypothesis? You should be able to locate the definition at least three times.

d. Why is it important to understand the organization of the Sociology textbook?

Adapted from: Brinton, D., Snow, M. A., & Wesche, M. (1989). Content-based second language instruction. New York: Newbury House.

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CHAPTER STRUCTURE AWARENESS TRAINING

OBJECTIVE: To help students improve their reading strategies and read more actively.

RATIONALE: One of the most critical demands of the Sociology class is the reading load. Teaching students reading strategies will promote better reading comprehension and recall of the information included in the Sociology textbook.

PROCEDURES: For the purposes of teaching students reading strategies, first it is important to help students open up and share their attitudes toward reading for "pleasure" and reading for "school" (academic purposes). Specifically, ask students if there are any differences between reading for "pleasure" or "fun" and reading for academic purposes. (Among possible answers, students will say that when they read for pleasure they select the books they read, instead, when they read for school the textbooks are assigned. Students may also indicate that when they read for pleasure they read at their own pace. Most probably, many of the students will tell you that they start reading the chapters in their textbook and then give them up because they are long and boring. This "opening up" is very important because it will help students understand that their concerns are not "unique" and almost everyone shares them.

Then, tell students that you will be sharing some reading strategies that have been found to be useful to the extent that students will both SAVE TIME and read MORE EFFECTIVELY.

It should be noted that the reading strategies introduced in this activity must be practiced **regularly over a period of time before students show signs of improvement of skills**. Having students use the strategies and evaluate how they work is critical for helping students acquire them.

Instructions: Have students open the Sociology textbook to page 31 (Chapter 2), follow you, and answer your questions as you walk students through the reading strategies.

1. Read the chapter title. In this way, you will have some background information on the chapter.

2. a. This Sociology textbook includes an Introduction. Look at the **last paragraph** in the introduction. Which paragraph tells you about this chapter?

b. Skim the rest of the introduction. Is it critical to read it? (Most probably students will tell you they do not need to read it. If this is the case, agree with them. However, tell students that if they had the time and were interested in the topic, reading the whole introduction would be a thing to do.) **Many general education textbooks tell the reader what the purpose of the chapter is in the last paragraph of the introduction**. Therefore, unless you have the time or interest in the topic, **you should focus on the last paragraph to understand the purpose of the chapter; this is the topic/s that the chapter is going to cover.**

3. a. Look at the rest of the chapter and decide what you are going to read next. (If a student tells you that h/she is going to read the **summary** section at the **end of the chapter**, celebrate this answer). Continue with "b" below.

b. Now go to the summary section at the end of the chapter and read it. Decide why you should read the summary section after having identified the purpose of the chapter. (Most probably, students will tell you that the summary section presents the information that the author wants you to recall.) (Emphasize that by reading the summary section **before** the rest of the chapter, students will develop a very good understanding of the subtopics that are covered in the chapter. Therefore, [AND THIS IS A CRITICAL POINT], when students read the body of the chapter, they will be able to **READ FASTER AND MORE EFFECTIVELY.**

4. a. Decide how many sections the chapter has. (Students learned how to identify chapter sections when they did the textbook overview. Therefore, students should be able to tell you that the titles of chapter sections in this book are in uppercase.) To identify the sections, look for the sections' titles. By reading them, you will activate prior knowledge about the topic and this will make your reading easier because you will already understand the direction of the discussion.

b. (Have students go back to the section titled The Basics of Sociological Investigation). Without actually reading this section, decide what you need to pay attention to. (Students will most probably identify whatever is written in italics. Then, emphasize the importance of paying attention to **italics**, **type size**, and **boldface type)**.

c. Next, identify the subheadings under the heading The Basics of Sociological Investigation. They are Ways of Knowing: Science and Truth; and Common Sense Versus Scientific Evidence. (Again, emphasize the importance of reading the subtitles to understand the direction of the discussion.)

5. a. Now to understand the subsection Ways of Knowing: Science and "Truth", pay attention to the FIRST AND LAST TWO SENTENCES in EACH of the paragraphs. Most general education books are organized in such a way that the IMPORTANT INFORMATION IS PRESENTED IN THE FIRST AND LAST TWO SENTENCES IN EACH PARAGRAPH. (Model this strategy with several sections in the chapter).

   b. (Tell students that as they read, they should pay attention to whether the different subsection include a **summary** or **restatement** of ideas. If this is the case, then the ideas are very important and should be paid attention to. Also students should pay attention to the **complete sequence** of events, e.g., students should read "first, second, and last" instead of skipping "second." Finally, students should pay attention to words like **important, relevant, the subject is, the conclusion is.**

6. Have students follow the same steps until they get to the summary section at the end of the chapter. Have students reread it and pay attention to information that students do not understand. Then, have students go back to the body of the chapter and reread the section that needs clarification.

7. Have students read the Key Terms carefully. This section includes information that should be paid attention to.

8. Finally, have students help summarize the steps used to read the chapter.
   a. Read the title.
   b. Read the last paragraph in the introduction to understand the purpose of the chapter.
   c. Read the summary section at the end of the chapter.
   d. Identify the different sections of the chapter.
   e. Identify the subheadings. Find the connection between subheadings and headings.
   f. Start reading the different subsections. Focus on the first and last two sentences in each paragraph.
   g. Pay attention to whether the ideas presented in each subsection are restated or summarized.
   h. When you get to the summary section at the end, reread it. If there is something you do not understand, retrace your steps.
   i. Using these strategies should help you read much **FASTER.** (This will motivate your students.)

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CLARIFYING THE LIBRARY RESEARCH PROCESS

OBJECTIVE: To clarify the library research process and the library assignment.

RATIONALE: After students have participated in the library activity, because of the many steps involved in the library research process, it is necessary to (1) clarify the objectives of the library assignment and (2) summarize the library research process.

PROCEDURES: Have students work in small groups, look at Dr. Wasson's handout (Introduction to the Library), and summarize what the overall purpose of the library research process is. Most probably, students will resort to the section titled Overall purpose of the library project. Ask students to reconstruct the steps they followed to locate a journal article. Then, have students reconstruct the steps they followed to locate a book on a particular subject. Finally, without looking at their handouts, have students draw a synoptic table explaining how to locate (1) journal articles and (2) a book on a particular subject. The synoptic table should look somewhat like the one below:

Sociological
abstracts
TO FIND AN ARTICLE
CARL

Subject card
catalog
TO FIND A BOOK
CARL

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NOTETAKING IN SOCIOLOGY

OBJECTIVE: To make students aware of their notetaking strategies. To promote better notetaking strategies and to help students analyze and evaluate their classmate's notetaking strategies.

RATIONALE: Notetaking is a study aid that allows students to record information to be remembered for a test or ideas to be presented in a speech or a writing assignment.

PROCEDURES: If possible, the first or second week of class, have students work in small groups and discuss the questions below.

Instructions:

1. What is the purpose of notetaking in class?
2. Do you take notes? If so, what are your notetaking strategies?
3. What do you do when you are not sure whether or not your notes are complete?

After this discussion, give out copies of the handout "How to Take Good Lecture Notes" and have students decide whether this handout adds something to the students' previous discussion.

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HANDOUT: HOW TO TAKE GOOD LECTURE NOTES

Purposes for Developing Good Notetaking Skills:
a. Organizes lecture
b. Helps maintain attention in class

1. Date and label notes at the top of the page.

2, Draw a(n) (imaginary) margin and keep all running lecture notes to one side. Use other side for summarizing, elaboration, and clarification.

3. Indent to distinguish and separate big issues from examples or supporting details.
   a. Outline, but do not worry about Roman numerals or following perfect form.

4. If you fall behind, skip space and write a "lost signal" to remind you to ask someone what you missed.

5. Summarize ideas. Do not try to copy sentences verbatim except when
   a. Definitions are given.
   b. Formulas are given.

6. Abbreviate, use symbols, and skip certain parts of speech (e.g., articles) to save time and energy.

7. Star important points in the lecture.

8. Within 24 hour read through your notes and fill in gaps and review.

9. Add your own piece of advice:

Adapted from: Srole, C. (1993). Project LEAP: Training Manual Year One.

Follow-up Activity: For the following two weeks, have students work in pairs and share their class notes and give each other feedback. Have students discuss whether they see any improvement in their notetaking strategies.

PREPARING READING GUIDES

OBJECTIVE: To organize and condense ideas for test or assignment.

RATIONALE: Reading guides are study aids that should help students prepare for exams and class presentations. Reading guides are helpful to the extent that because they condense important information, students do not need to reread their textbook to study.

PROCEDURES: This activity should be done early in the quarter and after students have read one of the chapters in the textbook and highlighted the important information contained in the chapter. Show students a model reading guide prepared for one of the chapters of the Sociology textbook. Working in groups, students should analyze the reading guide and answer the questions below.

For the following class, have students prepare a reading guide. Have students work in pairs, exchange reading guides, and compare them. Have students pay special attention to the reading guide organization. Moreover, have students discuss how much time they spent preparing the reading guide.

Important information that the study group leader should share with the students:

1. Preparing a reading guide is **not** time-consuming if students include only important information.
2. The reading guide should be MUCH SHORTER than the chapter in the textbook. (Very often, students make the mistake of preparing a reading guide that is longer than the chapter in the textbook.)
3. If students prepare a good reading guide, they do **not** need to use the textbook again.
4. As a study group leader, give students the opportunity to prepare several reading guides before students see their usefulness.

HANDOUT: SAMPLE READING GUIDE FOR CHAPTER 2

Macionis - Reading Guide: Sociological Investigation
Chapter 2

Intro

This chapter → Research methods & problems when doing research

I. The Basics of Sociological Investigation

2 requirements
1) look at world w/ sociological perspective
2) be curious & ask ?s.

A. Ways of Knowing: Science & Truth

Saying "we know" means ≠ things
1) faith 2) expertise 3) consensus
4) science → logic system that bases knowledge on direct, systematic observation

Scientific knowledge → based on empirical evidence (can be verified by our senses)

B. Common Sense VS Scientific Evidence

Common sense true can be contradicted by evidence

e.g. → Most people marry because they are in love

II. The Elements of Science

1. Sociologists = natural scientists investigating physical world
2. Sociologists might ask:

(a) What segments of population are least likely to vote in national elections? Why?

To answer (a) sociologists use elements of science

A. Concepts, Variables, & Measurement

1. Concept: mental construct that represents part of the world (e.g. society)
2. Variable: concept whose value changes from case to case (eg upper class vs lower class)
3. Measurement: determining the value of a variable in a specific case
4. Operationalizing a variable: What is it to be measured?
5.

Reliability	Validity
quality of consistent measure	measuring what you want to measure

6. Cause & Effect: Change in a dependent variable is caused by an independent variable

B. The Ideal of Objectivity

1. Science strives for objectivity (→ ideal)
2. Replication studies help limit distortion

C. Some Limitations of Scientific Sociology

1. human society is too complex
2. researcher's presence
3. social patterns change constantly
4. objectivity is difficult

D. Importance of Subjective Interpretation

Science is
1) series of steps that guide research
2) can't embrace complex range of human motivations & feelings
3) interpretation of data has to occur

E. Politics & Research

1. what is social is political

F. Gender & Research

5 dangers in gender-related research
1) androcentricity (male centered)
2) overgeneralizing
3) gender insensitivity
4) double standards
5) interference

(4)

G. Research Ethics

ASA (American Sociological Association)
↳ established guidelines for
conducting research.

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HANDOUT: SAMPLE READING GUIDE FOR CHAPTER 2

Instructions:

1. How long is the model reading guide? How long is the chapter in the textbook?

2. Read the reading guide and the information you highlighted in the chapter. Compare the reading guide with the chapter in your book. Decide what kinds of information the reading guide contains? Is there any information in the chapter that is not included in the reading guide and you think should be added to the reading guide?

3. How is the reading guide organized? How easy or difficult is it to follow?

4. Identify some of the symbols used in the model reading guide. Why were they used?

5. What are the advantages of preparing reading guides?

WRITING SUMMARIES: DEFINING "CULTURE"

OBJECTIVE: To explain in writing what the Sociology instructor presented in the form of a cognitive tree.

RATIONALE: Because the Sociology class contains several writing assignments in the form of "learning exercises" and case studies, this activity serves as an introduction to writing.

PROCEDURES: Have one student copy on the board the cognitive tree that Dr. Wasson used to summarize the concept of "culture." Divide the study group into groups of four and decide how they would summarize the information if they had to make an oral report. Then, have the groups write their reports on the board. Have the students walk around the room and decide which of the groups prepared the best summary. After this, have students decide what makes it the "ideal" summary. The "ideal" summary should:

1. Define culture.
2. Mention the two aspects of culture.
3. Define and give examples of each of the four concepts included in the nonmaterial aspect of culture.
4. Define and give examples of the two concepts included in the material aspect of culture.

Follow-up Activity: Have each student write a summary on the concept of culture. Emphasize the idea that students have to include examples that were not presented or discussed in class. To help students connect the different ideas, give them a copy of the handout on Connecting Words. In class, have students work in dyads and use the Peer Feedback Review Form on the next page to evaluate their classmate's work.

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HANDOUT: PEER REVIEW AND FEEDBACK - DEFINING "CULTURE"

Instructions: Look at your classmate's summary for today's class and decide:

1. Did your classmate define culture?
   Yes No

   If your answer was No, indicate what your classmate needs to do/write to clarify the definition in the space below

2. Did your classmate mention the two aspects of culture?
   Yes No

   If your answer was No, indicate what your classmate needs to do to make the two aspects clear.

3. Did your classmate **define** and **give** examples of each of the 4 concepts included in the nonmaterial aspect of culture?

		Yes	No	OK	Suggestions
Concept 1:	Definition?				
	Example?				
Concept 2:	Definition?				
	Example?				
Concept 3:	Definition?				
	Example?				
Concept 4:	Definition?				
	Example?				

4. Did your classmate define and give examples of the 2 concepts included in the material aspects of culture?

		Yes	No	OK	Suggestions
Concept 1:	Definition?				
	Example?				
Concept 2:	Definition?				
	Example?				

5. What did you learn from your classmate's summary?

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CONNECTING WORDS

To introduce **additional** ideas: Also, Furthermore, Moreover, In addition.

To introduce **contrast**: On the other hand, However, In contrast,
Yet, While, Instead, On the contrary.

To introduce a **summary** or **conclusion**: In conclusion,
In summary,
To conclude,
To summarize.

To show **chronological** order or **sequence**
of events: First, second (third, etc); Next,
last, finally.

To introduce a **comparison:** Similarly, likewise, also, too,
Both...and, Not only...but also.

Adapted from: Oshima, A. & Hogue, A. (1991). Writing Academic English.

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USING OFFICE HOURS WISELY

OBJECTIVE: To help students become more confident when communicating with their instructors. To help students break the barrier that often exists between content instructors and students.

RATIONALE: By making students visit the content instructor on a regular basis, students become more confident in their interpersonal communication skills. Moreover, the visits to the instructor give students content-specific and language input.

PROCEDURES:

1. Ask students whether or not they usually "visit" their instructors during their office hours. Have students explain what makes them visit the instructors (is it the instructors' friendliness, interest in the topic, etc.). If students tell you they do not visit their instructors, try to make your group "open up" and share their reasons for not making contact with their instructors during their office hours.

2. Emphasize the idea that visiting the professor is considered an important component of the academic culture. More importantly, emphasize the idea that most professors will count students' visits to their offices as class participation.

3. Pass out copies of the handout (Using Office Hours Wisely).

4. Have students work in pairs and follow the instructions on the handout. However, do not have all the students visit the instructor at the same time. Have two students visit the instructor at a time, and then report the responses to the study group.

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HANDOUT: USING OFFICE HOURS WISELY

Meeting with your instructors during their office hours is an important part of the university experience. The activity below will help you clarify doubts and become more confident when talking to your instructors.

Useful Expressions

When you talk to your instructor you can use the expressions below:

Excuse me, Dr.   , may I interrupt you?

Excuse me, Dr.   , could I ask you a question?

Excuse me, but I have a question regarding...Could you clarify that concept for me?

I am still not clear on the concept of...

I am sorry, but I did not understand the part about...

Instructions:

1. Write two questions or think about two concerns you may have regarding the material a) your instructor has covered in class, b) you have read in your textbook, or c) you have discussed in your study group.
2. Write a question or think about a concern you may have regarding the language your instructor uses in class.
3. Prepare a written "agenda." In this way, if you get nervous, you can always resort to your notes.
4. By [date }, go to your instructor's office and have her/him answer your questions or clarify your concerns.
5. In your study group, you will be expected to share your questions or concerns with your classmates. Furthermore, you will be asked to provide the study group with the answers that your instructor gave you.

Reminder: Please go to your instructor's office during her/his office hours.

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PSYCHING OUT THE PROFESSOR

OBJECTIVE: To help students think of some the questions that the professor may include in his learning exercises/test.

RATIONALE: By predicting possible exam questions, students will be better prepared for exams.

PROCEDURES: After two weeks of class, have students decide what are some of the topics/questions that the instructor might ask in the learning exercise. Most importantly, ask students what gave them the clue that such questions/topics might be included in the learning exercise. For example, tell students that in the case of the Sociology class, the first day of class, Dr. Wasson mentioned several times that anything he drew on the board (charts, cognitive trees, diagrams) would be included in the learning exercises. Therefore, you are almost certain that Dr. Wasson's explanation of Sociology in the context of a science will be included in the learning exercises. Students should be able to come up with other "clues." For example, in the case of Dr. Wasson, he usually tells students whether a topic is important or not, asks students to give several examples different from his, and has students work in groups to answer questions based on a topic.

As a follow up activity, you may ask students to think of other classes they are taking, and decide what topics or questions may be included in their tests/learning exercises.

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PARAPHRASING IN SOCIOLOGY

OBJECTIVE: To teach students how to paraphrase written text.

RATIONALE: Teaching paraphrasing techniques will help students avoid plagiarism.

PROCEDURES: Have students work in small groups and decide what "plagiarism" means to them. Tell students that plagiarism is penalized in the American university culture (you may refer to Bernier's activity, Project LEAP Year 1 Manual). Then, ask students how they would avoid plagiarism. Most probably, some students will tell you that by using quotations properly and paraphrasing, they will avoid plagiarism. Then, tell students that you will teach them a paraphrasing technique. To paraphrase written text, students should follow the steps below.

Instructions:

1. Read the material that you are going to paraphrase. **Put the text down** and think about it. DO NOT READ IT AGAIN. What is the main idea of the text? What is the author telling with his/her text?

2. Make a visual diagram of the material.

3. Paraphrase the text based on the diagram. Do **not** refer to the original text until you have a rough draft.

4. Review your version of the text.

5. Compare what you have written with the original text to make sure that you are not plagiarizing the original text. As a rule of thumb, if you take three or more words from any written text, you need to use quotation marks.

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USING QUOTATIONS, WRITING BIBLIOGRAPHIES, AND AVOIDING PLAGIARISM

OBJECTIVE: To provide students with further practice in how to (1) avoid plagiarism, (2) make quotations, and (3) write bibliographies.

RATIONALE: Students need to be made aware that in the American university culture, the idea of "possession of knowledge and information" is very important. Students need to learn that when they are using other people's words or work, appropriate credit needs to be given.

PROCEDURES: In the case of Dr. Wasson's class, wait until he distributes the handout titled FORMATS FOR ENDNOTES/REFERENCES - SOCIOLOGY. (If you are working with an instructor who does not give a handout with examples on how to make citations, endnotes, and references, take the initiative and show students how citations are made in Sociology.)

After students have read the handout carefully, give them a copy of the handout on the next page. Cover the bottom part of the handout (2). Have students look at An Example of What you Should Never Do, look at page 62 in Macionis, and decide whether or not the author is plagiarizing Macionis. Engage students in a discussion. Where in the paragraph is the author plagiarizing Macionis? What is wrong with the way the author used quotations?

Then, have students look at part 2, An Example of What You Should Do. Have students analyze how quotations were used. Moreover, have students pay attention to the way original text was paraphrased. Finally, have students look at the References. Make the class aware that for the purposes of the Sociology learning exercises, students will need to make citations appropriately. Most importantly, emphasize the fact that if students do not paraphrase written text or oral discourse, they will be plagiarizing, and they will be severely penalized. Share with your class some anecdotes about students who were expelled from school because they plagiarized teachers and/or students.

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HANDOUT: HOW NOT TO PLAGIARIZE

An Example of What **Not** To Do

Example 1. The paragraph below, taken from your textbook (p. 62), presents several problems in terms of 1) use of quotations and 2) plagiarism. Use the checklist on the next page to help you identify the problems and find solutions.

"Sociologists distinguish between nonmaterial culture, the intangible creation of human society (ideas ranging from altruism to Zen), and material culture, the tangible products of human society (objects ranging from armaments to zippers)." The terms culture and society are sometimes used interchangeably, but their precise meanings are different. Culture refers to a shared way of life.

An Example of What You **Should** Do

Example 2. Using the checklist below, analyze this paragraph.

"Sociologists distinguish between nonmaterial culture, the intangible creation of human society (ideas ranging from altruism to Zen), and material culture, the tangible products of human society (objects ranging from armaments to zippers)," (Macionis, 1993:62). According to Macionis (1993), while the words culture and society mean different things, they are "sometimes used interchangeably," (Macionis, 1993:62).

References [ON A SEPARATE PAGE]
Macionis, John, H. Sociology. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1993.

Checklist

	YES	NO
a. Is the main idea of the text similar to the original?	___	___
b. Did the author use quotations when he/she took three or more words from the original?	___	___
c. Did the author paraphrase the original text?	___	___

Adapted from: Kirkland, M., & M. A. Saunders. (1991). Maximizing student performance in summary writing: Managing cognitive load. TESOL Quarterly, 25(1), 105-121.

Lia Kamhi-Stein

Sociology 201

FULFILLING THE LEARNING EXERCISES

OBJECTIVE: To teach students how to "deconstruct" the questions in the learning exercises. To make students aware of the steps needed to complete the learning exercises successfully.

RATIONALE: Task analysis strategies are necessary for students to fulfill the learning exercises and writing assignments successfully.

PROCEDURES:

Take-home Learning Exercise One

Have students work as a whole class (if you have 15 students or fewer). (NOTE: The reason for making this a whole-class activity is based on the idea that with the first learning exercise you will want to model effective "essay questions/prompts deconstruction techniques." You may probably find that students will be able to work in small groups when you get to question 4, which is very similar to question 3. However, for the second learning exercise, students will be asked to work in small groups and for the third learning exercise, students will work in dyads and independently so that you can determine whether students can transfer the skills they have learned throughout the quarter.) Have students look at one of the question at a time, and decide:

Instructions:

Question 1

1. How many parts does this question have?
2. What does the professor mean when he says "diagram"?
3. This question is worth 10 points. How much work are you going to put into question 1 compared to question 5. worth 30 points)?
4. Decide how you are going to organize essay 1.

Question 2

1. Decide how many parts this question can be divided into.
2. Have students refer to the activity titled **Writing Summaries: Defining Culture** and decide how they are going to organize the answer to this question. You can have students work in pairs and give each other feedback using the handout entitled **Writing Summaries: Peer Review and Feedback.**

Question 3

PROCEDURES: This essay prompt is critical because students have to "read into the prompt" in order to understand what they have to do. In question 3, Dr. Wasson is asking students to compare/contrast the concepts of subculture and counterculture. However, would anyone compare and/or contrast two concepts or ideas without defining or explaining them first? Emphasize the idea that when students read essay or exam questions, professors ask students to do one thing when, in reality, they may want students to do more than what the prompt specifies. In the case of this essay, this means that when students read the prompt, they have to (1) explain the concepts of "subculture" and "counterculture" and (2) compare or contrast both concepts (see instructions below). Emphasize the idea that if students are not sure of what the instructor is asking them to do, they need to ask the instructor to clarify the task, otherwise their grades may suffer.

Instructions:

a. What are you being asked to do in this question?
b. What do you have to do when you are asked to compare two or more ideas/concepts? (Look for similarities.)
c. What do you have to do when you are asked to contrast two or more ideas/concepts? (Look for differences.)
d. How are you going to organize the essay? (To answer this question have students brainstorm ideas and write them on the board. Below is the organization that my study group decided upon.)
    1) One paragraph for the explanation of subculture and examples
    and
    One paragraph for the explanation of counterculture and examples
    OR
    2) One paragraph explaining the similarities between the two concepts
    and
    One paragraph explaining the differences between the two concepts
    AND
    3) Conclusion.
e. Look at the handout **Connecting Words**. What are some of the connectors that you can use to compare two concepts/ideas? What are some of the connectors that you can use to contrast two concepts/ideas?

Finally, make students aware that this is not the only possible way of answering this question, but it constitutes one possible way.

Question 4

PROCEDURES: This essay prompt is very important because students have to read it very carefully in order to understand what they have to do. In the first part of prompt 4, Dr. Wasson is asking students to describe and compare two of the theories of societal development. However, between brackets, Dr. Wasson asks students to show "how they (two theories) are alike and how they are different." Therefore, in reality, in this question students are being asked to describe, compare, and contrast two theories of societal development. The wording of this question should teach students that when they read an essay prompt, they have to "break the prompt into different parts" (one for each skill, e.g. one for describe, another for compare, and the last one for contrast) and make sure that students respond to each of them.

Instructions:

a. What are you being asked to do in this question?

b. What do you have to do when you are asked to describe a concept? Working in small groups with classmates who are going to work on the same theories as you are, look at your classmates' notes and decide what information you are going to use to describe two theories. Prepare two columns, one for each of the theories you are going to describe, and list the ideas that you are going to develop in your essay.

Theory One	Theory Two

c. What do you have to do when you are asked to compare two or more ideas/concepts? (Look for similarities.) Look at the list that you prepared for each of the theories. In what ways are the theories similar?

d. What do you have to do when you are asked to contrast two or more ideas/concepts? (Look for differences.) In what ways are they different?

e. How are you going to organize the essay? (Similar to question 3, to answer this question have students brainstorm ideas and write them on the board. Below is the organization that my study group decided upon.) First, describe Theory 1. Second, describe Theory 2. Third, show how the two theories are the same. Fourth, show how the two theories are different.

f. As you did to answer question 3, look at the list of connecting words that you were given. What are some of the connectors that you can use to compare two concepts/ideas? What are some of the that you can use to contrast two concepts/ideas?

Finally, make students aware that this is not the only possible way of answering this question, but it constitutes one possible way.

Question 5

Procedures: This essay prompt is very different from the other prompts in the sense that students are asked to write for a different audience. While in the first four questions, students had to write for Dr. Wasson (an academic audience), in this last question students are writing for Elroy (A 12 year old kid). Therefore, to make your students aware of the differences between writing "for Elroy and Dr. Wasson," and to help students organize the essay, have your study group answer the questions below.

Instructions:

a. What kind of language are you going to use when you write essays 1 through 4? (formal, academic language) Why are you going to use such language?

b. What kind of language are you going to use to write to Elroy? (simple, informal language) Why are you going to use such language?

Lia Kamhi-Stein **Sociology 201**

HANDOUT: WRITING FOR DIFFERENT AUDIENCES

PROCEDURES: Divide into two groups. One group will follow Instructions #1 and the other group will follow Instructions #2. Then students from group 1 will work with students from group 2, exchanging letters and answering the Questions for Discussion.

Instructions #1:
Write a short letter to your CSULA counselor. In your letter, explain to your counselor what you intend to major in, the reasons for your choice, and what you plan to do after you graduate.

Discussion Question

Read your partner's letter and decide whether there are any similarities and/or differences in terms of 1) letter organization and 2) language used in the letters.

Instructions #2:
Write a letter to your 12-year old cousin, Bart, who is a student at Belvedere Junior High School. In your letter, tell Bart what you plan to major in, the reasons for your choice, and what you are planning to do after you graduate.

Discussion Question

Read your partner's letter and decide whether there are any similarities and/or differences in terms of 1) letter organization and 2) language used in the letters.

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LEARNING EXERCISE ONE: PEER REVIEW AND FEEDBACK

OBJECTIVE: To help students give and receive feedback on the essays' content and organization.

RATIONALE: Working with the Peer Review and Feedback forms helps students start developing an understanding of the importance of revising their writing assignments (writing as process).

PROCEDURES: These peer review and feedback forms are meant to be used after students have "deconstructed" Learning Exercise One.

1. Explain to the students that the purpose of working with the peer feedback form is to help them get focused when they revise their classmates' essays. Moreover, explain that students can use the questions included in the peer feedback form when they are revising their own essays.
2. Have students work in pairs and exchange copies of their drafts.
3. Divide the peer feedback form into different sections (based on your students' needs and time constraints). Discuss the purpose of the different questions included in the sections assigned.
4. Have students share what they learned from their classmates' essays. Moreover, have students give constructive feedback in terms of the areas that need further work.
5. Have students write a second draft of their writing assignment (if possible) and follow steps 1 through 5.
6. Have students work individually and use the Peer Feedback Form to evaluate their own writing.

IMPORTANT: The peer feedback form is meant to be used on a regular basis. Depending on how much time you have, you can have students work on different sections of the form. It is important to emphasize the idea that, if students want to "produce" a better essay/paper, they should not wait until the last minute to write and revise their essay/paper. (Better products lead to better grades.)

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HANDOUT: PEER REVIEW AND FEEDBACK FORM #1

1. Give your partner a copy of your essay (question 1).

2. Work with this form and answer the questions. After reading your suggestions, your classmate will be able to enhance (improve) her essay.

IMPORTANT: When you give feedback, be very specific.
When you receive feedback, ask for clarification if necessary.

1. Read your classmate's essay silently and at a comfortable pace. Do not stop to reread sections that you have found unclear. What are the strengths of your classmate's essay? Please comment briefly.

2. Did the author include a diagram of the concept of "wheel of science" in her/his essay? Yes No

   I. If the answer is Yes, is the diagram clear? Yes No

   II. If the answer is No, suggest what the author can do to make her/his diagram clear. Yes No

   Please, share your ideas with your classmate.

3. a. Did the author define each of the parts of the "wheel of science" and its two arms? Yes No

b. If the answer is No, indicate the corrections that need to be made.

4. Has the author explained what is meant by the statement "The wheel of science is never ending?" Yes No

If the answer is No, indicate what the author can do to strengthen her/his explanation.

5. The essay should be organized into paragraphs. If so, are they easy to follow? Yes No

If the answer is No, indicate the changes the author needs to make.

6. Has the author written complete sentences? Yes No

If the answer is No, indicate the corrections the author has to make.

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HANDOUT: PEER FEEDBACK AND REVIEW FORM #2

1. Give your partner a copy of your essay (question 3).

2. Work with a copy of the peer feedback form and answer the questions. After reading your suggestions, your classmate will be able to enhance (improve) her essay.

IMPORTANT: When you give feedback, be very specific.
When you receive feedback, ask for clarification if necessary.

1. Read your classmate's essay silently and at a comfortable pace. Do not stop to reread sections that you have found unclear.
   What are the strengths of your classmate's essay?
   Please comment briefly.

____
____
____
____
____
____

2. a. Look at the body of the essay. Does the author meet the requirements (DEFINE AND COMPARE/(OR)CONTRAST) as stated in the essay question? Yes No

   b. If the answer is No, indicate the corrections that need to be made to answer the essay question.

____
____
____

3. Does the author give her/his own examples? Yes No

   If the answer is No, indicate the changes your classmate has to make.

____
____
____
____
____

4. The essay should be organized into paragraphs. If so, are they easy to follow? Yes No

   If the answer is No, indicate the changes the author needs to make.

5. Has the author written complete sentences? Yes No

   If the answer is No, indicate what the corrections the author has to make.

   What does the author need to work on to strengthen the essay?

To the Study Group Leader: Adapt the peer review and feedback forms in this section to your students' needs. The peer review and feedback forms in this section should give you ideas in case you want to help your students analyze the answers to other/different essay questions.

Follow the same steps as those suggested for learning exercise one. However, for the second learning exercise, give students more freedom; have them work in small groups and deconstruct the questions. For the third learning exercise, have students work in dyads and independently (without your assistance unless absolutely necessary) so that you can determine whether students can transfer the skills they have learned throughout the quarter.

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UNDERSTANDING A SOCIOLOGY CASE STUDY

OBJECTIVE: To provide students with a good model of the case study and make them aware of the organization of the case study in this Sociology class. To teach students how to "deconstruct" the writing assignment.

RATIONALE: Task analysis strategies are necessary for students to fulfill writing assignments successfully.

PROCEDURES: Give students a copy of the "Model Writing Assignment" prepared by Dr. Wasson. Have students work in small groups and answer the questions below.

1. What does the introduction describe?
2. What does the author **define** and **describe** in the section entitled:
    a. "Social Interaction"?
    b. "Status of the Individual"?
    c. "Role of the Individual"?
    d. "Definition of the Situation"?
    e. "Exchange"?
    f. "Set up for Next Interaction or Exit"?
3. Have students work in small groups and read the prompt in the handout titled "Model Writing Assignment" that Dr. Wasson distributed. Brainstorm ideas about **where** and **when** they could observe an interaction. (e.g. in a classroom while waiting for the instructor). Students should be able to understand that to fulfill this assignment they do not need much time and they can do it anywhere on campus.
4. Have students read the part of the handout that explains the "parts of the observation." Have the students use one of the examples given in class and explain "a) perceived social position, b) role or each of the participants, c) definition of the situation, d) exchange, and e) set up for next interaction or setting," Explaining (a) through (e) should not constitute a problem because students have had extensive practice in Dr. Wasson's class.

5. Have students look at Dr. Wasson's handout and pay attention to the format of the paper. Have students look at the model paper and decide whether or not it follows Dr. Wasson's format.

6. To have students give and receive feedback on their papers you can use the form below. However, you should not use the peer review and feedback form as it is. Instead, adapt the peer review and feedback form to your students' needs and your time constraints.

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HANDOUT: THE SOCIOLOGY CASE STUDY- PEER REVIEW AND FEEDBACK FORM

Instructions: Work in pairs and exchange copies of your papers.

1. Read your classmate's paper at a comfortable pace. What are the strengths of your classmate's paper?

2. Look at the content of your classmate's paper. How clear is the description of the perceived social position of the initiating participant?

3. How clear is the role of the participants?

4. How appropriate is the topic discussed in the chosen environment?

5. How clear is what transpired through the exchange?

6. How clear is the set up for the next interaction?

7. Does the paper include:

a. Title page	YES	NO
b. Table of contents	YES	NO
c. (Substantive section)	YES	NO
d. References	YES	NO

JOURNAL WRITING

OBJECTIVE: To help students become aware of some of the strategies they use when they (a) read and write for academic purposes and (b) study for content classes. To promote the students' awareness of the university culture and its demands.

RATIONALE: Writing journals helps students become aware of how they approach school tasks and demands.

PROCEDURES:

1. Choose the journal prompt/s most appropriate to your needs and time constraints.
2. Allow 15 minutes for students to answer the question you have selected.
3. After class, read the students' responses and either write a response to each of the students' entries or find commonalities among the students' entries and share an oral but GENERAL response with your class. For the purposes of journal writing, it is **critical** that you give your student some kind of feedback.

Questions for Journalog:

1. **To assess the role and personality of the instructor (at the beginning of the quarter):**
   a. What are the instructor's expectations of you?
   b. What are your expectations of the course?
   c. What kind of personality does the instructor have?
   d. What does the instructor want to be called?
2. **To help students identify the topics of importance in the class:**
   a. Which topics are going to be emphasized in this course?
   b. Which of these topics are important?
   c. How are they related to each other?
   d. How will they be dealt with in the class?
3. **To help students become aware of their reading strategies:**
   a. How much reading do you have to do for this course?
   b. What are some of the strategies that you can use in order to read your textbook fast?
   c. How important is it to pay attention to details when reading your textbook?

4. **To help students prepare for their exams:**
   a. Which are some of the topics/questions that the instructor might include in the exam?
   b. What are some of the instructor's expectations of you for the exam?
   c. How are you planning to prepare for the exam?

5. **To help students evaluate their study skills:**
   a. What did you learn about your study skills from the exam?
   b. What did you do well in the exam?
   c. What could you do better in your next exam?

6. **To helps students become aware of the demands of their writing assignments:**
   a. What are the instructor's expectations of you?
   b. What are the steps that you are going to follow in order to complete the writing assignment?
   c. How are you going to organize your essay/paper?

7. **To help students evaluate themselves as academic writers:**
   a. What did you learn about your writing from the assignment?
   b. How well did you do in meeting the instructor's expectations?
   c. What are some of the areas where your writing needs work?
   d. What could you do better in your next writing assignment?

Adapted from: Johns, A. (1990). The academic journalog. In U. Connor, & A. Johns, (Eds.), Coherence in writing: Research and pedagogical perspectives (pp. 215-225). Alexandria, VA: Teachers of English to Speakers of Other Languages.

PART IV

SPEECH COMMUNICATION 150

ORAL COMMUNICATION
DR. GUST A. YEP

Speech 150 - Winter 1993: An Overview

Course Description

Speech 150, a lower division general education required course, is designed to introduce students to public discourse from a Western rhetorical tradition which includes public speaking and critical thinking skills. The course familiarizes students with: (a) the basic elements of human communication; (b) techniques for organizing and presenting information; and (c) the critical skills needed to analyze public discourse.

Speech 150, during Winter Quarter 1993, was composed of twenty-seven students. The class population included primarily Hispanics, a number of Asian-Americans, three African-Americans, two international students, and students from several other ethnic groups. Like most general education classes at CSLA, the students' skill levels varied considerably.

Content Goals

Speech 150 provides students with both a theoretical understanding of, and practical experience with, the process of public speaking. More specifically, my goals for this course are to help students acquire and refine the following skills:

1. understand the conceptual bases of the communication process;
2. acquire a vocabulary for expertly talking about and analyzing the communicative messages of others;
3. develop competence and confidence in interactions with an audience;
4. learn to organize information clearly and strategically; and
5. refine research, reasoning, and language skills.

Required Textbook
Osborn, M., & Osborn, S. (1991). Public Speaking (second edition). Boston: Houghton Mifflin Company.

Teaching and Instructional Innovations

This special Project LEAP section of Speech 150 was designed to introduce students to the demands, rules, expectations, and skills necessary for successful functioning in academic courses within the university learning environment. Both lectures and study groups were designed to enhance the study and analytical skills of the students.

Project LEAP serves a population of students with a unique set of needs in the academic classroom. Because of such needs, new instructional strategies were introduced from the beginning of the term. Such strategies included:

A. Application of Scaffolding Principles

Every learning activity was broken down into its component parts. For example, assigned speeches were broken down into a series of specific sub-tasks and students were guided through each step in the process leading to the successful completion of their speeches (the total task). More specifically, the speechmaking process was broken down into smaller steps such as topic selection, location of supporting materials, development of a speech outline, organization of main ideas, development of introductions and conclusions, language use, presentation and delivery skills, and self analysis. After acquisition of competencies for each one of these steps, students were instructed to put everything into a coherent product, that is, the presentation and delivery of their complete speech.

B. Modeling Techniques

All principles, methods, and expectations were modeled in the classroom. Concepts, principles, and theories were not simply explained. They were demonstrated. For instance, a preview of each day's activities and a summary at the end of each class period showed students the application, uses, and effectiveness of previews and summaries in the speechmaking process.

C. Outlining Principles

Each lecture was outlined on the blackboard at the beginning of each class meeting. In addition to modeling and teaching the importance of outlining ideas, this process facilitated student note taking, comprehension, and appreciation of how individual ideas come together to form a whole.

D. Classroom Activities

Activities were divided into two general types of skills development. First, students were given the opportunity to apply lecture principles to specific problem solving tasks within the context of small group exercises. These group learning activities were followed up with general classroom discussions to ensure that students had developed an adequate understanding of lecture and textbook materials. Second, these skills were applied to specific assignments they needed to complete in the course. For example, after students had developed a clear understanding of organizational patterns for speeches in their groups, they were asked to apply them to their own assignments to develop organizational principles in their chosen topics.

E. Discussion of Skills

Explicit treatment of the skills related to note and test taking, overcoming speech anxiety and communication apprehension was provided in a peer driven, supportive, and nonjudgemental classroom atmosphere.

F. Examinations

There were several innovations implemented during Project LEAP with respect to my examinations. First, in my exam reviews I provided students with test taking skills including reading, evaluating, and approaching objective questions (e.g., true/false, multiple choice), time management, and response efficacy. Second, I used practice tests to help students become more familiarized with my exams and the hidden tasks required for good grades. As an instructional tool, these tests were used to clarify and explicate important concepts discussed in the course. Such practice tests were also used as models or previews for the actual exams. Finally, the examinations required students to demonstrate their understanding of course concepts and their application in the speechmaking process. My exam questions typically require recall, understanding, integration, and application of important course concepts.

Grading and Evaluation

Students were graded on a cumulative point system at the end of the term. Final course grades were determined on the basis of performance on the following:

I. Two examinations (mastery of assigned readings, lecture materials, and class discussions): 40% of total grade;

2. Applications/Practical experience (including four oral speeches to be delivered in class): 60% of total grade;

   a. Speech I: Personal Narratives (1-2 minutes)
   b. Speech II: My Personal Culture (3-4 minutes)
   c. Speech III: Informative (4-6 minutes)
   d. Speech IV: Persuasive (5-7 minutes)
   e. Quality of class participation, attendance, quizzes, and other assignments

Criteria for Grading Speeches[1]

To receive a "C" (Competent) students' speeches must meet the following standards:

1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be sufficiently focused and appropriate for the audience.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day and order assigned.
6. Main points must be supported with facts and figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable and appropriate design, complete with an introduction and conclusion.
9. The speech must be presented extemporaneously.
10. The speech must satisfy any specific requirements of the assignment, such as number of references, formal outline, or use of visual aids.
11. The speaker must use language correctly.

To receive a "B" (Very Good) speeches must meet the following standards:

1. Satisfy all requirements for a "C" (Competent) speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research. (For example, if three references are required for a "C," the "B" speech must have five references).
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present your speech with poise.

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[1] **Adapted from the Speech Communication Association.**

To receive an "A" (Excellent) speeches must meet the following standards:

1. Satisfy all requirements for a "B" (Very Good) speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Develop and sustain strong bonds of identification among the speaker, audience, and topic.
4. Consistently adapt information and supporting material to the experiential world of audience.
5. Reflect an even greater depth of research. [Consult with the instructor about his/her specific criteria about depth of research and number of references for an "Excellent" speech.]
6. Demonstrate artful use of language and stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A "D" speech does not meet one or more of the standards for a "C" (Competent) speech or

1. It is obviously unprepared and/or unrehearsed.
2. It is based entirely on biased information or unsupported opinions.

An "F" speech does not meet three or more of the standards of a "C" (Competent) speech, reflects either of the problems associated with a "D" speech, or

1. It uses fabricated supporting material.
2. It deliberately distorts evidence.
3. It is plagiarized.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
DEPARTMENT OF COMMUNICATION STUDIES
SPEECH COMMUNICATION 150:
ORAL COMMUNICATION
WINTER QUARTER 1993 (SECTION 01)

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(I urge you to sign up for my office hours in advance; go to the main office, Music # 104)

COURSE DESCRIPTION AND OBJECTIVES:

SPCH 150 is designed to help you develop and refine your oral communication and critical thinking skills. The course will familiarize you with: (a) the basic elements of human communication, (b) techniques for organizing and presenting information, and (c) the critical skills needed to analyze public discourse.

SPCH 150 will give you both a theoretical understanding of, and practical experience with, the process of public speaking. Students in this course will:

1. understand the conceptual bases of the communication process,
2. acquire a vocabulary for expertly talking about and analyzing the communicative messages of others,
3. develop competence and confidence in interactions with an audience,
4. learn to organize information clearly and strategically, and
5. refine research, reasoning, and language skills.

REQUIRED TEXTBOOK AND MATERIALS:

Osborn, M., & Osborn, S. (1991). Public Speaking (second edition). Boston: Houghton Mifflin Company.

There is also a SPCH 150 Course Packet. Both text and student packet are available at the Student Book Mart on Eastern Avenue.

COURSE OUTLINE:

DATE	*TOPIC*	*READING*
1/4	Introduction: Course overview; Discussion of speech assignments; Overview of speechmaking process	Ch. 1
1/6	Communication processes and functions; Listening behavior; Discussion of Speech I: Personal Narratives; Discussion of Class Demographic Survey	Ch. 2 & 3
1/11	SPEECH I: PERSONAL NARRATIVES	
1/13	Speech purposes; Finding and developing speech topics; Audience analysis; Discussion of Speech II: Personal Culture; *Class Demographic Survey due*	Ch. 4 & 5
1/18	Martin Luther King, Jr -- University holiday	
1/20	Outlining; Communication apprehension and speech anxiety	Ch. 8
1/25	SPEECH II: PERSONAL CULTURE	
1/27	SPEECH II: PERSONAL CULTURE Selecting informative speech topics	Ch. 12
2/1	Informative speaking; Discussion of Speech III: Informative; Review for Midterm Exam I; Discussion of Sources for Informative Speech	
2/3	MIDTERM EXAMINATION I	
2/8	Supporting materials for speeches; Sources of support; Visual aids; *Sources for Informative Speech due*	Ch. 6 & 9
2/10	Introductions and conclusions; Rehearsal and delivery	Ch. 7 & 11
2/15	Speech III Preparation Workshop	
2/17	SPEECH III: INFORMATIVE	

Speech 150: Selected Exercises and Activities

Section I: Activities To Use Throughout The Quarter

- Speech Leadership Positions
- Warm-up Activities For Body And Mind
- Tongue Twisters
- Vocabulary Cards
- Chapter Quizzes
- Lecture Review
  Handout: Lecture Review Questions
- Practice Makes Perfect: Applying The "Laddering Approach" To Speech Writing And Delivery Practice
  Work Sheet for Structural Analysis
- Audio Journals
  Handout: Topics For Audio Journals

Section II: Lessons For Specific Times During The Quarter

- Syllabus Overview
- Textbook Overview
  Handout: Textbook Overview
- Time Management
  Handout: Quarterly Schedule
  Handout: Weekly Time Management Exercise
  Handout: Weekly Schedule
- Lecture Notetaking Skills
  Handout: Notetaking Techniques
- Reading The Textbook and Making Study Guides
  Handout: Making A Study Guide

- Transitions
  Handout: Transitions
- Using The Library
- Writing A Bibliography
  Handout: Writing A Bibliography
- Evaluating Speeches
  Handout: Speech Evaluation Forms (Speeches I-IV)
- Using Video For Speech Preparation
- Outlining A Model Speech
- Practice Exam

SECTION I: ACTIVITIES TO USE THROUGHOUT THE QUARTER

John Morrison

Speech 150

SPEECH LEADERSHIP POSITIONS

OBJECTIVE: Students will develop leadership speaking abilities through the daily practice of impromptu public oral communication skills.

RATIONALE: Daily public speaking activities develop student confidence and competence levels. Each activity role (especially First Speaker and Summary Speaker) facilitates the growth of organization, content, delivery, and analytical thinking abilities. All of these skills are required for success in the three graded speeches in class.

PROCEDURES: What follows is a brief description of each of the three leadership speech positions, their tasks, and their placement in daily study group activities. Students take turns filling each of the three role functions. A schedule should be prepared in advance that lists who will function in each capacity on a daily basis.

First Speaker:

Task: It is the First Speaker's task to maintain group function. This position's tasks include:

* Welcoming everyone at the start of study group;
* Asking the Warm-Up Speaker to begin the day's warm-up exercises;
* Responsibility for facilitating the day's agenda development;
* Leads lecture review discussion after students are familiar with the lecture review skills that the study group leader has demonstrated;
* After each activity ends the First Speaker begins the next activity;

Warm-Up Speaker:

Task: It is the Warm-Up Speaker's task to lead the daily warm-up exercises. This position's tasks include:

* Explaining the purpose of each exercise;
* Leading the group through each exercise after its purpose has been explained;
* If individual group member needs help, encouragement, or motivation to complete the exercise, the Warm-Up Speaker attempts to provide that assistance.

Summary Speaker:

Task: It is the Summary Speaker's task to conduct the daily summary of the study groups activities and remind members of scheduled activities for both the next class and study group session. This position's tasks include:

- * Taking careful notes about the group's activities and discoveries;
- * Based on his/her notes, the Summary Speaker next recaps the above activities and discoveries (an extemporaneous presentation style should be used);
- * Any unresolved issues/questions/concerns are also noted and a list of these issues is kept for the next meeting;
- * Reminds members of homework assignments due for the next session of lecture class, and any homework assignments for the next study group session;
- * Asks for additions to the summary (ideas that may have been missed) and any personal announcements that group members might have.

Notes To The Study Group Leader:

The leader should be prepared to fulfill any leadership position if a study group member is absent.

All speech leadership roles should be thoroughly explained and demonstrated prior to implementation of this activity.

Students should be able to assume these roles by the third week of the quarter.

John Morrison **Speech 150**

WARM-UP ACTIVITIES FOR BODY AND MIND

OBJECTIVE: Students will recite, perform, and move through a series of physical and vocal warm-up exercises at the beginning of each study group session in order to practice and improve in the areas of vocal, physical, and facial delivery. All exercises are also meant to cultivate the student's ability to focus and concentrate, and as such, aids the student's ability to think and speak at the same time.

RATIONALE: Part of each student's speech grade is based on language usage and non-verbal delivery, including the aspects listed in the objective. Warm-up activities, in addition to the above listed benefits serve several additional rationales. These include giving the student constant performance practice, helping cultivate a sense of physical and vocal looseness/comfort, making the student aware of specific areas for delivery improvement, and overcoming student awkwardness/anxiety associated with public presentation. Finally, and perhaps most importantly, oral performance activities can facilitate language acquisition and usage skills. Learning how to say sounds helps the students to understand the sounds of words, and the rhythms which comprise sentence constructions. As a result, students from oral (rather than written) cultures are able to use their oral earning skills to assist their symbolic manipulation processes.

PROCEDURES: Allow five minutes at the start of each session for warm-ups. Explain why each warm-up exercise is being done (its benefits), model the exercise (show how to do it), and then get the entire group to participate. What follows is a description of the most common exercises used. The benefits of each exercise are listed and directions for how to carry each out follows.

Exercise One: Tension Reduction

Purpose: To enhance student awareness levels of the connection between anxiety and muscle tension. By practicing stretching exercises the students also become more aware of where they carry tension, and can therefore do a better job of relaxing affected muscles prior to oral communication experiences.

Procedures: Students yawn and stretch out their arms. Next they rotate their hands and heads. Next they work on their trunks with side stretches and twists. Finally, they stretch out their leg muscles. Following the stretching, students take three deep, slow breaths.

Exercise Two: Syllable Rap!

Purpose: To enhance student awareness of the relationship between proper breathing/diaphram muscle use and effective speaking. The step by step procedures section of this exercise also contains additional, more specific rationales for each part of the activity.

Procedures:

1. Leader explains what the diaphram muscle is, where it is located, and why learning to breathe with the diaphram can contribute to public speaking success. Benefits include enhanced oxygen flow to prevent muscle tension accumulation, the ability to increase volume with less vocal strain. In addition to enhanced volume control, the exercise also helps students overcome lazy lip problems, a common contributing factor to problematic accent levels. It does this by showing students how to move their lip muscles in order to shape certain sounds.

2. Leader next places seven consonant/-ah sound syllables on the board for example: P-AH, D-AH, SH-AH, B-AH, Y-AH, Z-AH, K-AH). Specific consonant choices can be based on sounds that students are working to learn how to pronounce more clearly.

3. Next, students are instructed by the leader to use their diaphrams, rather than their chests, to push the sounds out.

4. Next, students are instructed to repeat each syllable's sound rapidly, nine times in a kind of rap/chant. The emphasis level for each nine syllable repetition phrase is represented below:

   "P-AH, PAH--PAH P-AH, PAH--PAH, P-AH, P-AH, P-AH"

   Note: syllables depicted as "PAH" receive less emphasis/stress than syllables depicted as, "P-AH."

5. After all seven syllables are chanted once, the group repeats the process. The second time through the rate of speed and volume level should be increased by 50%.

Notes for Study Group Leader:

Pay particular attention to enunciation and sound shapes, especially the second time through the exercise. Also, watch for diaphram use. In order to monitor this, watch the participant's stomachs. When students are using their diaphrams properly, you should be able to see their stomach wall contract rapidly inward; about an inch each time the student pushes air through the vocal mechanism.

Exercise Three: Pass The Feeling

Purpose: To enhance student awareness of the relationship between emotional states, and how those emotions inhabit the muscles of our body (vocal cords, face, trunk, and limbs). Also, the exercise can cultivate an awareness of cuing behaviors used across the high/low-context non-verbal communication expressiveness continuum. As a result, students become increasingly cognizant of how non-verbal expressiveness varies from high to low-context communication cultures.

Procedures:

1. One group member begins the activity by miming (facially, bodily, and gesture-wise) a specific emotion while saying, "I'm (emotion) at this moment. How about you (another study group member's name), are you (emotion) too?" For instance, I might say, "I'm sad at this moment. How about you Jose--are you sad too?"

2. The student who was asked about his or her emotional state restates the previous speaker's statement and substitutes a new person's name. Just as the first speaker did, the second speaker also mimes out the emotion while making his/her statement.

3. Variations on this activity can include asking the student's to continually increase the expressional intensity level each time the feeling is passed. Intensity can also be decreased each time the feeling is passed.

Exercise Four: Clap & Count!

Purpose: To enhance pronunciation, volume projection, and student concentration/focus skills. Further, it assists the ability of the student to think and speak simultaneously.

Procedure:

I. Leader instructs students that they will count to 30 twice. The first time through they will count slowly and softly. The second time through, the pace and volume levels should be twice as quick and loud.

2. Next, the students are instructed that as they count aloud, whenever they say a number that can be divided by 3 they are to clap once. Each time they say a number that can be evenly divided by 5 they are to clap twice. Finally, each time they say a number which can be evenly divided by both 3 and 5, the students must clap three times.

Heather Robertson **Speech 150**

TONGUE TWISTERS

OBJECTIVE: Students will recite a different tongue twister at the beginning of each study group session in order to practice and improve pronunciation, articulation, and enunciation.

RATIONALE: Part of students' speech grade is based on delivery, including the three aspects listed in the objective. Project LEAP students are likely to need help in these areas. Tongue twisters are a relatively simple way to evaluate students' pronunciation, articulation, and enunciation and to practice these. Tongue twisters can focus students' attention and concentration on these aspects of speech delivery.

PROCEDURES: Allow about five minutes near the beginning of each meeting for this exercise.

The first time this exercise is done, ask a student to explain what a tongue twister is. Explain the objective and rationale for the exercise, as described above.

1. Write one tongue twister (see attached list) on the board. Explain the meaning of any words the students don't know.

2. Recite the tongue twister clearly to show the group how it sounds; then ask the group to recite along with you as you say it again. For difficult tongue twisters, this step may need to be repeated.

3. Give students time to practice individually for a few minutes by reciting the words aloud to themselves.

4. One by one, each student should recite the tongue twister to the group. The group can help students who trip up by giving advice and asking them to try again. For problems, it is useful for a student to speak more slowly. Anyone who has trouble with a tongue twister should practice it at home.

Notes for Study Group Leader:

Listen for errors and if there is a pattern, for instance if a student has trouble with the /v/ sound or /r/ sound, point out the problem sound as something the student should work on.

Students who practice at home can record their practice and play it back, listening for accuracy.

Near the end of the quarter, students can have a tongue twister competition, with teams competing to say the most tongue twisters correctly.

LIST OF TONGUE TWISTERS

Tongue Twisters for Basic Sounds

1. She sells sea shells by the sea shore.
2. Theophilus Thistledown thrust three thousand thistles through the thick of his thumb.
3. Peter Piper picked a peck of pickled peppers.
4. Betty bought a batch of bitter butter.
5. A flea and a fly got caught in a flue.
   Said the fly, "Let us flee!"
   Said the flea, "Let us fly!"
   So together they flew through a flaw in the flue.
6. The veiled villains vanished in the vast valley.
7. Fanny Farmer's father fried fifty flounder for five fidgeting friars.

Word Endings:

The sixth sheik's sixth sheep's sick.

Reduced Forms (shortened/changed word sounds):

Mares eat oats and does eat oats but little lambs eat ivy.
(pronounced "Maresydoats an' doesydoats but little lambsydivy."

Legato Speech (smooth speech):

Any sea anemone's an enemy of mine.

REFERENCES:

Duncan, Sharon E., De Avila, Edward A., & Russell, Elizabeth F. Herds of Words. Corte Madera, CA: Linguametrics Group 1980.

Duncan, Sharon E., De Avila, Edward A., & Russell, Elizabeth F. Selfish Shellfish Sellers. Corte Madera, CA: Linguametrics Group 1980.

Heather Robertson **Speech 150**

VOCABULARY CARDS

OBJECTIVE: Students will practice defining words by using vocabulary flash cards based on words from the text (and lectures, if applicable) in order to learn the words and definitions.

RATIONALE: The course has a great deal of technical speech vocabulary which is required for answering the objective midterm exams. Students can add to their study skills by learning techniques for studying new words. The technique covered in this exercise is the use of flash cards.

PROCEDURES: This exercise should be done fairly often--at every class meeting or every other one, otherwise there will be too many new words to be covered in one session.

1. Preparation before class: Cut white typing or ditto paper in half to form large cards. With a wide black felt marker, on each card write one of the important vocabulary words for that day's chapter (or lecture). Be sure to write large, clear letters that can easily be read from any place in the classroom. On the back of each card, write the chapter number (this does not need to be large); this is for future reference when students study before the exams.

2. To begin the exercise, students should review their new vocabulary words. Give students about five or ten minutes to go through the chapter or their notes, highlighting important words and their definitions.

3. Divide the group into pairs, and give some of the cards to each pair. First, the pairs look at the cards they receive and discuss the definitions. Then, each pair meets with another pair and they quiz each other. This is done in the usual manner of flash cards: A student holds up a card for the others to see, and they define it. Since no definitions are written on the cards, the student holding the card has to know the definition or look it up in the book if necessary to check the group's accuracy.

4. When the groups of four have practiced with all their cards, put two groups of four together, and repeat the process. Since each group has different cards, the groups must all work together as one large group in order to review all the words and definitions.

Notes for Study Group Leader:

One of the key skills practiced in this exercise is explaining the meaning of a word. Students should not read or memorize the definitions word-for-word from their textbook. The goal is for students to explain the definitions in their own words. Ask students, "What does that mean?" if they are reciting from the book.

Point out that it is useful for students to make their own smaller version of the flash cards so that they can practice at home.

Before an exam, a final review of all the relevant vocabulary can be made in the form of a vocabulary "bee".

1. Before class, have all the vocabulary words from all the chapters and lectures combined in alphabetical order (to avoid any arguments about fairness).

2. The class forms two teams, who have about 15 minutes to meet together as teams and review all the words (don't pass out any cards). While they meet, write "Team 1" and "Team 2" on the board, forming two columns for keeping score.

3. To begin the competition, hold up one card. The first team has one chance to state the definition. If it is correct but incomplete (you tell them), they have one chance to complete the definition. If they are correct, write one tally mark in that team's column on the board. Then the play goes to the next team, who define the next word. If a team makes a mistake, the same word can be defined by the opposing team for a bonus point. Then the opposing team in addition gets their usual turn. The game can continue like this until the words are all used up (or the time runs out).

Heather Robertson **Speech 150**

CHAPTER QUIZZES

OBJECTIVE: Students will check their understanding of the assigned chapter by taking a short quiz.

RATIONALE: Students should use an objective measure of their comprehension and retention in order to know how much review and discussion is needed for each chapter. This also helps motivate students to keep on schedule with the homework since they know they will be tested on the material.

PROCEDURES: Do this exercise each day at the beginning of the textbook review section of the study group meeting.

1. Before class for the first few times: Prepare a handout with five to ten questions about key points in the textbook chapter assigned for the day. Next to each question, write the page number where the answer can be found. The quiz title should include the chapter number for future reference and study before exams. (It may be possible to get a copy of the instructor's manual for the textbook from the course instructor. This manual should have sample questions for each chapter, and possibly a "test bank" of questions that can easily be photocopied and cut and pasted into a quiz.)

   For subsequent study group meetings, assign students to prepare the quiz. When students first start to make the quizzes, quiz questions can be generated in class so that they can learn the "quiz making" skill. As before, the questions should have page references, and students should all get a copy or copy the questions from the board into their notes, so that students can collect the quizzes and use them as a study tool before exams.

2. When students take the quiz, they should first work individually, without using the book, to simulate a real test. They should answer the easy questions first, then go to the harder ones. If they don't know an answer, they should circle the question number and try guessing. Give students time to answer the questions, and walk around to see how quickly they are working. When most students are done, go to the next step.

3. Students compare answers in pairs or groups of three. They can consult the book if necessary to decide whether an answer is correct.

4. Write the answers on the board and discuss, if necessary. To determine what material needs further review, point to each question number and ask students to raise their hands if they got it wrong. If many students missed a question, it may need further discussion and review (or it may have been a poorly constructed question).

Notes for Study Group Leader:

The first few quizzes, which are designed by the study group leader, serve as a model for the following quizzes made by the students. The quizzes should follow the format that will be used by the instructor for exams: multiple choice, true-false, short answer, or whatever.

In order for students to make quizzes, they need to have certain skills which should be covered at the beginning of the quarter:

- finding main ideas
- using headings, subheadings, boldface and italics as a guide to important information
- using a table of contents, index, and glossary to find key information anticipating what will be on a test

Students can be assigned in a variety of ways to make quizzes. The following are some alternatives, listed from the easiest tasks to the most difficult:

- A copy of questions from the chapter or instructor's manual can be passed out and students can select the questions they think are most important.
- Individual students can be responsible for making one or two questions for a particular section, or they can work in pairs or groups.
- On specified days, particular pairs or groups can be assigned to make a complete quiz for a chapter.

Students should keep all their old quizzes well organized and bring them in for exam review sessions. During a review session, they can begin by looking over the quizzes and reviewing key information that they may have forgotten.

Heather Robertson **Speech 150**

LECTURE REVIEW

OBJECTIVE: During each study group meeting, students will review the important points of the lecture. At first the review will be lead by the study group leader, but in later group meetings, students will lead the review sessions.

RATIONALE: Students need good listening skills in order to understand lectures and take good notes. Review can draw students' attention to the important points and help them notice weak areas in their listening and notetaking which they then can work on improving.

PROCEDURES:

1. Copy the review questions handout for the group. Pass out the questions at the first group meeting, and explain that these are the key items to listen for when taking lecture notes. Discuss questions 8 and 9 for the first class meeting.

2. For the first few lectures, the study group leader asks the review questions about the lecture by following the sample questions in the handout. For later study group meetings, students take turns leading the lecture review.

3. Tell the students to keep the questions in mind for every lecture, and both during and immediately after the lecture they should try to take notes which will be helpful in answering the questions. Instruct students to keep all their notes neatly organized in a three-ring notebook and bring them to every study group meeting.

Notes to the Study Group Leader:

To add variety, for different lectures the questions can be answered in writing or orally, in groups or individually.

Also, before answering review questions, students can share their lecture notes in groups of two or three, checking to see whether the notes clearly show the professor's thesis, main topics, etc.

Heather Robertson **Speech 150**

HANDOUT: LECTURE REVIEW QUESTIONS

__Instructions:__ After each lecture, consider the following questions. If possible, keep these questions in mind during the lecture as you take notes, too. To help focus your review, pretend your classmate missed the lecture. How would you tell him or her what happened in class? Use the following questions as guidelines.

1. What was the professor's thesis or main point?
2. What were the main sub-points of the lecture?
3. How did the sub-points relate to the professor's thesis?
4. What did the professor say about each of the sub-points?
5. What do you need to know that might be on an exam?
6. What did the professor say that could help you prepare for the next speech?
7. What key vocabulary words did the professor introduce, and what do they mean?

ADDITIONAL QUESTIONS FOR THE FIRST LECTURE:

8. What will you need to do in order to pass the course? In other words, what course requirements did the professor mention?
9. What is your impression of the instructor?

John Morrison **Speech 150**

PRACTICE MAKES PERFECT: APPLYING THE "LADDERING APPROACH" TO SPEECH WRITING AND DELIVERY PRACTICE

OBJECTIVE: Students will write, practice aloud, and receive feedback on portions of major speeches on a daily basis in order to practice and build writing, organization, delivery, and speech analysis skills on a daily basis.

RATIONALE: Part of each student's major speech grade is based on content, organization, and speech delivery. Project LEAP students are likely to need help in these areas. The ongoing practice, performance, text construction, and critique practice facilitates student preparation, confidence, and the achievement of speech learning goals.

PROCEDURES: One half-hour to one hour is allowed for this activity daily. The activity is crucial for successful completion of the 3 graded speeches. What follows is a general breakdown of daily homework tasks, and methods for conducting practice sessions.

Daily Activities: (allow 4 - 6 days for each graded speech)

Day One. This day is considered to be preparation for day two. As a result, this preparation takes place outside of the study group. In order to prepare for the first day of speech activity discussion, students should have read five articles about their speech topics, and listed the central purpose of the article along with the main ideas that were used to develop the central idea of the article. After pulling the ideas out of each article the student should create at least two specific purpose statements that s/he would be comfortable talking about. Next, the student will pull 2-4 major points from the idea list which could serve as major points for the speaker's specific purpose statement. Finally, the student should analyze each potential major point for its interest level, and for its ability to clarify the speaker's central purpose. Each student then presents his/her basic organizational ideas at the first session and receives reactions and suggestions from the group.

Day Two. Students summarize possible speech ideas for group. Using the following critical thinking criteria (professor expectations, speaker interests, ideas necessary for topic understanding, and potential audience interest response levels to major point/specific purpose ideas), the study group gives each student feedback on potential topic and major point development choices. Each student has up to 5 minutes to present his/her ideas. Each student will decide on speech topic focus/development pattern by the end of the day.

Day Three. Students bring in an outline for their speech introduction. This includes an attention gainer, speaker credibility statement, audience need to know statement, and thematic statement (includes thesis sentence and preview sentence). Each student shares what they have done and receives feedback from study group members.

Day Four. Students bring in working outlines for each major point. These are shared aloud. Students receive feedback on how to cut, interest, and clarity level of content.

Day Five. Students bring in outlines for speech conclusions. Specifically, students should have summary statements (summary sentence of major point labels, and sentence which links summary to speeches specific purpose), and concluding remarks. Each student presents his/her conclusion and receives feedback about summary/idea clarity and closing remark's impact level (created feeling of finality, enhanced central emotion of speech, generated audience good-will and desire to think or act).

Day Six. Students practice speeches in entirety and receive feedback in all areas (see video for speech preparation exercise).

Notes for Study Group Leader:

I. Students may not have time to complete daily assignments on a regular basis. If all students are not ready have those who are ready present their work and discuss it. Have the unprepared students listen and give feedback too. When the prepared students are finished, break the students up into two groups. Have those who were prepared integrate improvement ideas that emerged in discussion, or have them practice aloud all parts of the speech outline that have been prepared. Have the unprepared students use the remainder of the practice time to get their daily speech outline homework done.

2. Be prepared to keep the student critique and feedback discussion focused and flowing. Try to set a critique tone where students are comfortable by encouraging positive comments. Negative comments should be cast from the outset as "ways to improve" as opposed to "this was wrong or bad."

3. Make sure critique commentary uses vocabulary terms, concepts, and principles emerging from class as much as possible.

4. At the start of each session ask students to brainstorm and note what they should be listening for and giving critique on (content, organization, etc.).

5. If students are consistently unprepared to present, require them to start presenting whether or not they are prepared. Many students, due to their speech anxiety levels, resist being prepared. Requiring them to present will encourage preparation, and help develop presentational competence levels.

WORK SHEET FOR STRUCTURAL ANALYSIS

Introduction

Attention material ______________________________

Establishment of ethos ______________________________

Preview or transition ______________________________

Length (in relation to body and conclusion) ______________________________

Body

Main point #1 ______________________________

Type and amount of support ______________________________

Transition to point #2 ______________________________

Length (relative to other main points) ______________________________

Main point #2 ______________________________

Type and amount of support ______________________________

Transition to point #3 ______________________________

Length (relative to other main points) ______________________________

Main point #3 ______________________________

Type and amount of support ______________________________

Transition to conclusion ______________________________

Length (relative to other main points) ______________________________

Conclusion

Summary of message ______________________________

Concluding material ______________________________

Length (in relation to body and introduction) ______________________________

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Heather Robertson **Speech 150**

AUDIO JOURNALS

OBJECTIVE: Students will practice speaking and will develop ideas for speeches by recording their thoughts on tape cassette, making an audio journal.

RATIONALE: This can be a first step in developing student confidence in speaking, and can also help students get ideas for speeches.

PROCEDURES: Students should use a tape recorder at home or in class, or group leader can bring a cassette recorder to class. Each student should bring a blank cassette labeled with his or her name.

1. At home or in class, students speak for 2-5 minutes (time must be limited) about a topic (see attached "Topics for Audio Journals") and record their monologue. Topics for audio journals can be related to upcoming speeches or to students' experiences with "college culture."

2. Study group leader collects the tapes, listens to them (after class), and records comments onto each student's tape. Feedback should relate to the content of the monologue. If any language problems are evident, study group leader may also comment on these.

   ALTERNATIVE ACTIVITY: Students bring their tape players to class, preferably with headphones. Students exchange tapes and listen to a classmate's monologue, then record their comments onto the student's tape.

3. Tapes are returned to students.

Notes to Study Group Leader:

To prepare for a speech, students can recite their speeches and record them. Then students can play back their speech, listen and write comments on organization, content, and delivery.

Heather Robertson **Speech 150**

HANDOUT: TOPICS FOR AUDIO JOURNALS

1. In preparation for the personal narrative speech:
    a. What is unique about you?
    b. What are you going to tell the Speech class about your partner?

2. In preparation for the personal culture speech:
    a. What is your ethnic background?
    b. What do you value as important in life? (for example, independence, accomplishments, money) Are your values different from or the same as your family's?
    c. Describe one item that you have which is important to you. Why do you feel it is important? What value does it represent to you?

3. In preparation for the informative speech:
    a. Think of something that you do well. Explain how to do it.
    b. Think of something that you enjoy learning about. Choose one interesting aspect of this topic and explain it as if you were talking to an interested twelve-year-old who knew nothing about the subject.

4. In preparation for the persuasive speech:
    a. If you could change people's behavior, what would you like to change?
    b. If you could change people's ideas, what would you like to change?
    c. Choose one of the things you listed above, and pretend you are trying to convince someone you know well (a friend or family member) to change. What would you say?

SECTION II: LESSONS FOR SPECIFIC TIMES DURING THE QUARTER

Heather Robertson **Speech 150**

SYLLABUS OVERVIEW

OBJECTIVE: Students will read and discuss the course syllabus.

RATIONALE: The course syllabus is an important guide to course objectives and assignments. Students need to learn what it is and how to use it in order to be more successful.

PROCEDURES: This exercise should be done during the first week, if possible.

1. Ask students to take out the course syllabus and read it silently.

2. While students are reading, write the following questions on the board:
   a. What is a "syllabus"?
   b. How can it be useful to you?
   c. What book(s) is required?
   d. How many chapters do you have to read each week? How many pages is that?
   e. What are the major exams? How are they weighted?
   f. What other assignments are there? How are they weighted, especially in comparison to the exams?
   g. Are there any words in this syllabus that we need to discuss and define to improve your understanding?

3. Ask the class to volunteer answers to each of the questions. More than one student can contribute answers to open-ended questions such as a, b, and g. Write the answers on the board, especially for a, b, and g.

4. Discuss and define any terms students contribute for g.

5. The key dates for exams and assignments should be entered on a quarterly calendar (See TIME MANAGEMENT exercise).

Heather Robertson **Speech 150**

TEXTBOOK OVERVIEW

OBJECTIVE: Students will become familiarized with the textbook by using it to answer questions on a handout.

RATIONALE: Students need to be oriented to the textbook at the beginning of the course. Many students are not familiar with the organization and layout of college textbooks and need to know these things to get the most from their books.

PROCEDURES: Do this exercise during the first week of class, if possible.

1. At the first study group meeting, remind all students to buy the textbook and bring it to class every meeting.
2. Make copies of the Textbook Overview handout for the group.
3. Ask students to get out the textbook and explain the objective and rationale of this exercise as stated above. Pass out the handout and divide the class into groups of two or three.
4. Assign each group some of the questions on the handout to explain to the class at the end of the exercise. The groups can focus on their assigned questions, but should also work on the other questions if there is time.
5. As the groups work, walk around and check to see whether they have any questions.
6. When the groups are finished, have each group report to the class the answers to their assigned questions. The rest of the class can follow along by turning to the appropriate pages in the textbook as each group reports.
7. Discuss any questions or problems the group may have in regard to using the textbook.

Heather Robertson **Speech 150**

HANDOUT: TEXTBOOK OVERVIEW

[Based on Public Speaking, (1991) Osborn & Osborn]

Instructions: Work in groups of two or three to answer the following questions (your leader may assign specific questions to your group). You will share your answers with the class at the end of the exercise.

I. Table of Contents

1. What is the Preface?
2. How many major parts (not chapters) are there in the text?
3. In the part called "The Foundations of Public Speaking," how many chapters are there?
4. For chapters one, two, and three, how many headings and subheadings are there? Do you think it is better for a chapter to have a lot of divisions or just a few? Why?
5. How many pages are there in chapter one? two? three? How much time do you have to read them?
6. How many chapters are there in the book? Check the syllabus to see if there are any chapters you don't need to read.
7. What are Appendix A and Appendix B about?
8. The last two items in the Table of Contents are "Glossary" and "Index". Look at the appropriate pages and discuss how each of these could be used.

II. Chapter 1

1. Find the chapter goals. What are they?
2. Find the introduction and read it. What is the THESIS of the chapter?
3. Find the chapter summary and read it. Does it provide new information? How does it relate to the introduction and to the rest of the chapter?
4. Find the list of key terms to know. How can you find out what they mean?
5. Look through the chapter and notice the different types of print that are used. What is the meaning and purpose of the following?
   - Large print underlined in red beginning at the left margin
   - italics
   - bold face
   - small indented print
   - information in grey boxes
6. Before reading the chapter, look at all the pictures, charts and so on and read the explanation for each one.
7. As you read the chapter, notice if there is anything that you can use in preparing for your first speech.

Heather Robertson **Speech 150**

TIME MANAGEMENT

OBJECTIVE: Students will make a quarterly and weekly schedule.

RATIONALE: Efficient time management is important in order to complete homework and assignments on time. This is especially true in speech class because of the lead time needed to prepare adequately for speeches. Making quarterly and weekly schedules is the first step in time management for students.

PROCEDURES: This exercise should be done during the first week of class. Based on available time, the exercises for the quarterly schedule can be done on a separate day from the weekly schedule.

1. Prepare handouts for quarterly and weekly schedules. To make the quarterly schedule, copy the appropriate months from a calendar, and cut and paste them to fit on two sides of a standard page (see attached sample). Alternatively, the attached blank quarterly schedule form can be used. Use the attached weekly time management form for the weekly schedule.

2. QUARTER SCHEDULE: Pass out the quarterly schedule form and have students refer to the course syllabus to fill it in. All exams and speeches should be indicated on the appropriate dates, as well as any other materials due, such as sources and written assignments. Chapters assigned for reading homework can also be indicated on the appropriate days. (In addition, using this method students can also indicate their assignments for other classes they are taking by using different colored pens.)

3. Students should keep this schedule in the front of their notebooks for reference.

4. Discuss preparation time needed for speeches. Ask the students:
   a. What are the steps in speech preparation?
   b. How soon do you have to start preparing for the first (or next) speech?
   c. When do you have to have the speech completely finished in order to have time to practice it before giving it?

5. WEEKLY SCHEDULE: Pass out the weekly schedule handout. Students should follow the instructions for the "Weekly Time Management Exercise".

Notes for Study Group Leader:
Periodically during the quarter, ask students to refer to the quarterly schedule and discuss upcoming assignments and how to prepare for them. Also check with students to see whether they are following their weekly schedule or whether it needs to be revised, and discuss any time management issues that come up.

HANDOUT: QUARTERLY SCHEDULE

Winter Quarter, 1993

SUN	MON	TUE	WED	THU	FRI	SAT
3 JANUARY	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1 FEBRUARY	2	3	4	5	6
7	8	9	10	11	12	13

SUN	MON	TUE	WED	THU	FRI	SAT
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1 MARCH	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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HANDOUT: WEEKLY TIME MANAGEMENT EXERCISE

Instructions:

Fill in the "Time" column with the hours of the day, beginning with the time you usually get up in the morning and ending with the time you usually go to sleep at night.

Block in hours which are committed to certain activities. For example, the times when you are in class are not flexible, so they can be blocked in right away. You can also pencil in activities that you normally do at a certain time. For example, you can write in "breakfast" in the space each day at the time when you eat breakfast. Decide when you plan to study each day, and block off that time, labeling it "study for ____." Indicate which class the time is for.

Questions to Discuss

1. How much time do you need to spend studying for each class? How can you figure this out?
2. Do you need to take study breaks when studying? In general, after how many minutes do you need a break? How can you tell you need a break?
3. Did you allow time for relaxing each day? What do you usually do in your free time?
4. How does your use of time on weekends differ from during the week? Do you ever do homework or study on weekends? How do you feel about this?
5. Is anything about your schedule going to be stressful? How can you improve your schedule?

Key Factors for Efficient Use of Time

1. Make a list of things to be done each day, but be reasonable in your expectations. Don't try to do too much in one day.
2. Do the most important things first.
3. Give yourself some time to relax every day.

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HANDOUT: WEEKLY SCHEDULE

Quarter:________________

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.	SUN.

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LECTURE NOTETAKING SKILLS

OBJECTIVE: Students will examine their own lecture notes and those of classmates to find examples of good notetaking techniques and to arrive at ways to improve notetaking.

RATIONALE: Lecture notes are an important part of the study materials for a course. Notes need to be complete and systematic to provide a good basis for review and exam preparation.

PROCEDURES: Do this exercise near the beginning of the quarter. It can be repeated later in the course to follow up on notetaking skills.

1. Students should take out their most recent lecture notes for the course, look them over and consider the following questions (write them on the board):
   a. How many pages of notes did you take for this lecture?
   b. How did you put the information on the page?
      -outline form?
      -in sentences?
      -in paragraphs?
      -in disconnected words and phrases?
   c. Do you have stars, lines, arrows, symbols or other methods of showing the relationship between items in your notes?
   d. Do you have a title for your notes? What is it?

2. After considering the questions above, students form groups of three and discuss their answers to the questions. In their groups, students should also discuss the following:
   a. How do you know what to put in your notes? What do you listen for?
   b. Do you have any personal methods or tricks to help you take notes? What are they?
   c. Do you feel you took enough notes to prepare adequately for an exam? Discuss your reasons for feeling this way.
   d. How do the notes of each group member compare?
   e. What are some useful notetaking methods?

3. When groups have finished discussing the above questions, each group should report to the class by telling what notetaking methods they found were useful. As students speak, the study group leader should write the methods on the board. If students feel they have problems with notetaking skills, the discussion can move to a listing of these problem areas and how they can be improved.

4. Attached is an optional handout with a list of good notetaking habits. Additional items as listed on the board in step 3 above can be added to the list by the students.

Heather Robertson **Speech 150**

HANDOUT: NOTETAKING TECHNIQUES

1. Label the notes with the title of the lecture and the date.

2. Leave space at the top of your notes for the thesis, and fill it in at the end of the lecture. You can also write a "T" in the margin next to the thesis, since it is probably embedded somewhere in the lecture.

3. Leave a wide left (or right) margin for adding your own comments, questions and definitions later.

4. Use outline form (Roman numerals, letters and numbers are not necessary) by indenting details under the appropriate main points.

5. If you fall behind, skip some space and write an asterisk (*) to remind yourself to ask a classmate what you missed.

6. Summarize ideas–don't copy word for word.

7. Use abbreviations and symbols to speed up your notetaking.

8. Do not write unnecessary words like verbs and articles (has, was, the, a, it, etc.).

9. Put a star next to important points.

10. As soon as possible after the lecture, re-read your notes to make sure that they make sense and that something important isn't missing. At this point you can remember the lecture and fix up your notes. Days later, you will have forgotten what the lecturer said. Be sure the thesis is written in a complete sentence at the top of the first page.

ADDITIONAL SUGGESTIONS:
(fill in other ideas gained from your study group)

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

Heather Robertson **Speech 150**

READING THE TEXTBOOK AND MAKING STUDY GUIDES

OBJECTIVE: Students will read a chapter together in class, following the steps of effective textbook reading as directed by the group leader (steps are listed in "Procedures" below). Students will make a study guide.

RATIONALE: The reading load for the speech class is fairly heavy and students often have study habits and reading skills that are not adequate for the amount of material they need to cover. In addition, some students have problems with reading comprehension and retention that need to be addressed. This exercise is designed to increase reading speed and comprehension.

PROCEDURES: This exercise should be done near the beginning of the quarter. Students should get out their textbooks and open to a chapter that is currently assigned to be read. Write the capitalized "Steps in Reading a Chapter" listed below on the board as you begin each one.

1. **OVERVIEW:** Begin with an overview of the chapter or material to be read. How long is it? Read all the headings and subheadings. Look at all the pictures and other visual aids, and read the captions or legends. Notice if any material is boxed or set off from the rest of the chapter in any other way.

2. **THESIS**: Next, read just the first and last sections, which should be the introduction and conclusion. In these sections, look for the chapter's thesis and any indication of subdivisions. Highlight the thesis statement. (The group can take a few moments at this point to discuss the thesis.)

3. **MAIN IDEAS**: Main ideas are often found in the first sentence of a paragraph. Read only the first sentence of each paragraph in the body of the chapter to quickly get a feeling for the main points. Not all the first sentences may contain the main points, but enough will to allow the reader to get the general ideas. (At this point the group can discuss the main points of the chapter as shown in the first sentences.)

4. **READ:** After completing the first three steps, which give you the main structure and emphasis of the chapter, read the entire chapter. Pay special attention to words in boldface or italics, because these are often key vocabulary words or concepts you need to know.

5. **RECORD:** In order to better understand and remember key information, it is important to record it. The first step in this process can be highlighting the material in the text, but ultimately the important information should be written in the form of notes, with a style similar to lecture notes. This is often called a "Study Guide." Pass out handout.

Heather Robertson **Speech 150**

HANDOUT: MAKING A STUDY GIDE

Instructions: If you want to get a top grade in a class, it is best to invest the time required to make a "Study Guide". This is the equivalent of lecture notes, but it is for your reading work.

1. After completing the steps in reading a textbook effectively, record your information in informal outline form. Begin by writing the chapter number as a title. Under the title, write the thesis of the chapter in your own words.

2. Next, copy the headings and subheadings from the chapter onto your paper, leaving several spaces between each one for notes. Be sure to show the relationship of the headings and subheadings by indenting subheadings and sub-subheadings properly. The table of contents can be a useful guide in this. Also be sure to leave a wide left margin for adding questions, definitions, and comments later.

3. For the first heading in your outline, go to the corresponding section in the chapter and check it for main ideas, key vocabulary, and any other important information. Write these things in your own words in your study guide under the heading. Continue in this way for each heading and sub-heading.

   How to know what to write in the study guide:

   a. For each paragraph, you should have one note for its main idea.
   b. You should also list and define any key vocabulary words. These are usually printed in boldface.
   c. Steps in a process (such as steps in preparing a speech) should be noted and the order of the steps should be clearly shown.

4. Review your study guide from time to time. Study with classmates and compare your notes. Be sure to read the study guide for each chapter before a test.

Heather Robertson **Speech 150**

TRANSITIONS

OBJECTIVE: Students will read a handout with examples of transitions, discuss their purpose, and add appropriate transitions in their own speeches.

RATIONALE: Students need to use appropriate transitions in their speeches.

PROCEDURES: Do this exercise after students have written an outline of their speech.

1. Pass out list of transitions (see attached handout) and read transition types and functions together.
2. Students turn to a model speech in Appendix B of the textbook (Osborn & Osborn). Students should read the model speech and circle transitions.
3. In pairs, students compare and discuss their work, then list transitions from the speech on the board. The study group can then read the board and review/discuss the use of transitions in the speech.
4. Students get out their own speech (or whatever materials/outline they may be preparing for the next speech assignment). With a colored pen, they should insert transitions in the appropriate places in their speeches.
5. If there is time, students should compare and check each other's work by reading each other's speech outlines. Alternatively, in pairs, students can practice reciting their own speeches, while partners listen for transitions and list them on scratch paper.

Heather Robertson **Speech 150**

HANDOUT: TRANSITIONS

Meaning/ Function	Sentence Connectors	Clause Connectors		Others
		Coordinators	Subordinators	
To introduce an **additional** idea	also, too besides furthermore moreover in addition	and		another (+ noun) an additional (+ noun)
To introduce an **opposite** idea	on the other hand	but	although	in spite of (+noun)
	however in contrast instead nevertheless nonetheless	yet	though even though whereas while	despite (+ noun)
To introduce an **example**	for example for instance			an example of (+ noun) such as (+ noun) e.g.,
To introduce a **restatement** or **explanation**	indeed			i.e., **that is**
To introduce a **conclusion** or **summary**	in conclusion in summary to conclude to summarize			

To clarify **chronological order**	first (second, third, fourth, etc.) next, last, finally first of all meanwhile after that since then		before after while until as soon as	the first (+ noun) the second before the (+ noun) in the year since the (+ noun)
To indicate **order of importance**	more importantly, most importantly above all			the most important (+ noun)
To introduce an **alternative**	otherwise	or	if unless	
To introduce a **cause** or **reason**	for		because since as	because of the reason for to result in to cause to have an effect on to affect
To introduce a **comparison**	similarly likewise also too	and	as just as	like just like alike similar (to) the same as both...and not only...but also to compare to/with
To introduce a **concession**	however nonetheless	but yet	although though	despite + noun in spite of + noun

To introduce strong **contrast**	however in contrast in (by) comparison on the other hand on the contrary	but		different from dissimilar unlike to differ from to compare to to compare with

Source: Oshima, A., & Hogue, A. Writing Academic English, (1991).

Heather Robertson **Speech 150**

USING THE LIBRARY

OBJECTIVE: Students will visit the library several times, emphasizing different sections/resources each time, in order to find material for their speeches.

RATIONALE: Many students are unfamiliar or uncomfortable with the university library. They need to be introduced to the different types of library resources available and how to use them.

PROCEDURES: This exercise can be done in several stages over the course of the quarter. Library visits should be planned to coincide with the research stage of students' speech preparation.

1. **PERIODICALS**. One of the most commonly used resources for speech material is the periodicals section. To prepare students for a visit to this section, photocopy one page (preferably related to the topic of a group member's speech) of a current issue of the Reader's Guide to Periodical Literature. Introduce this guide to the class and explain its purpose. Hand out copies of the sample page and ask them to find a heading, an article title, an author, an example of a publication, a publication date, and so on. Discuss any questions students may have about what the Guide is for and how to use it. Next, outline the steps needed to use the periodicals:

   a. Make a list of all the possible terms you could search under to get information about your topic.
   b. Look these up in the Reader's Guide or other similar index. Carefully copy all the information about useful articles. Write down information for about twice as many articles as are actually needed (some may not be available).
   c. Go to the library second floor north and check at the periodicals desk to find the location of your article/periodicals. Use the file boxes on the counter or ask for help.
   d. Go to the bound periodicals stacks or the microfilms, depending on the location of the material, find your article and make a photocopy. Write the bibliographic information on the back of the copy. This includes periodical name, issue, author, and page numbers, as well as the title, which is probably on the copy already.

After explaining the above steps in class, go to the library as a group and have students go through the steps..

2. **LEXIS/NEXIS**. If possible, schedule a group training session with Alan Stein or another librarian. Introduce this computerized database to the group: It is like the Reader's Guide on computer, only it has much more information and often shows the complete text of the articles. The steps are almost the same as for the Reader's Guide, only the search terms have to be chosen more carefully. Obtain a handout about LEXIS/NEXIS from the library Information Desk, copy it and pass it out to the group. Read the handout together (or the useful parts of it) before going to the library and using the computers.

3. **STATISTICAL ABSTRACT**. As preparation, a page from the abstract can be photocopied, read and discussed during group time. In the library, students can ask for this at the information desk on the first floor north, and look for statistics related to their speech topic.

Notes to Study Group Leader:

The same steps can be followed to introduce students to any other useful section of the library:

- Make a sample handout of what students will see in the library.
- Ask students to read the handout and discuss its meaning.
- On the board, list the steps in using the resource and discuss them briefly.
- Visit the library as a group or individually after class.
- Have students make photocopies of the information they find.

Heather Robertson **Speech 150**

WRITING A BIBLIOGRAPHY

OBJECTIVE: Students will use standard (Modern Language Association) guidelines to write a bibliography for a speech.

RATIONALE: Students are required to hand in a bibliography along with their speech outline for some speeches. Many students are not familiar with bibliographic format.

PROCEDURES: Do this exercise when students are preparing their speech outlines.

1. Make copies of the bibliography handout attached. It contains pertinent excerpts from the MLA Handbook. Since this handbook is updated regularly, it may be necessary to check the latest edition and revise the handout periodically.
2. Pass out the handout and explain the objective of the exercise as stated above.
3. Read the handout together, noting information required and how to punctuate it. At this time, students should discuss any questions they may have about the handout or about writing bibliographies.
4. Students should get out paper and begin writing a draft of the bibliography for the speech they are currently working on. They should use the handout and feel free to consult each other as they write. The study group leader should walk around the room to check students' work and answer any questions they may have.

HANDOUT: WRITING A BIBLIOGRAPHY

4.4. Citing books: Information required

4.4.1. General guidelines

An entry in a list of works cited characteristically has three main divisions—author, title, and publication information—each followed by a period and two spaces.

Lobdell, Jared. *England and Always: Tolkien's World of the Rings*. Grand Rapids: Eerdmans, 1981.

Sometimes, however, other facts are required, and a period and two spaces follow each additional item of information.

Porter, Katherine Anne. "Flowering Judas." *Norton Anthology of World Masterpieces*. Ed. Maynard Mack et al. 5th ed. Vol. 2. New York: Norton, 1986. 1698-1709. 2 vols.

In citing books, normally arrange the information in the following order:

1. Author's name
2. Title of a part of the book
3. Title of the book
4. Name of the editor, translator, or compiler
5. Edition used
6. Number(s) of the volume(s) used
7. Name of the series
8. Place of publication, name of the publisher, and date of publication
9. Page numbers
10. Supplementary bibliographic information and annotation

4.5. Sample entries: Books

Allen, Robert C., ed. *Channels of Discourse: Television and Contemporary Criticism*. Chapel Hill: U of North Carolina P, 1987.

"Azimuthal Equidistant Projection." *Webster's New Collegiate Dictionary*. 1983 ed.

Chiappini, Luciano. "Este, House of." *Encyclopaedia Britannica: Macropaedia*. 1974 ed.

Fairbanks, Carol. *Prairie Women: Images in American and Canadian Fiction*. New Haven: Yale UP, 1986.

4.5.17. Government publications

Because government publications emanate from many sources, they present special problems in bibliographic citation. In general, if the writer of the document is not known, cite the government agency as the author—that is, state the name of the government first, followed by the name of the agency, using an abbreviation if the context makes it clear. (But see below for citing a document whose author is known.) If you are citing two or more works issued by the same government, substitute three hyphens for the name in each entry after the first. If you also cite more than one work by the same government agency, use an additional three hyphens in place of the agency.

California. Dept. of Industrial Relations.

United States. Cong. House.

---. ---. Senate.

---. Dept. of Health and Human Services.

Source: Joseph Gibaldi, Walter S. Achtert, *MLA Handbook for Writers of Research Papers*, New York: Modern Language Association of America, 1988.

4.6. Citing articles in periodicals: Information required

4.6.1. General guidelines

Periodicals are publications that appear regularly at fixed intervals. They include newspapers, magazines, and scholarly journals. An entry for an article in a periodical, like an entry for a book, has three main divisions: author, title of the article, and publication information. For scholarly journals the publication information generally includes the journal title, the volume number, the year of publication, and the inclusive page numbers of the article cited.

Booth, Wayne C. "Kenneth Burke's Way of Knowing." Critical Inquiry 1 (1974): 1-22.

Sometimes, however, additional information is required. Citations normally give the information in the following order:

1. Author's name
2. Title of the article
3. Name of the periodical
4. Series number or name
5. Volume number (for a scholarly journal)
6. Date of publication
7. Page numbers

Dalin, Damon. "A $7 Greeting Card? Yes, but Listen to the Melody It Will Play for You." Wall Street Journal 10 May 1983, eastern ed.: 37.

Lamb, Douglas H., and Glenn D. Reeder. "Reliving Golden Days." Psychology Today June 1986: 22+.

Phillips, June K., ed. Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. Skokie: Natl. Textbook, 1981. ERIC ED 197 599.

4.8.11. Interviews

In citing a personally conducted interview, give the name of the interviewee, the kind of interview (Personal interview, Telephone interview), and the date.

Pei, I. M. Personal interview. 27 July 1983.

Poussaint, Alvin F. Telephone interview. 10 Dec. 1980.

4.8.4. Television and radio programs

The information for an entry for a television or radio program usually appears in the following order: the title of the program, underlined; the network (PBS); the local station on which you saw or heard the program and the city (KETC, St. Louis); and the broadcast date. Where appropriate, the title of the episode, in quotation marks, should precede the title of the program, and the title of the series, neither underlined nor enclosed in quotation marks, should appear after the program (see sample entry for "Agnes, the Indomitable de Mille"). Use a comma between the station and the city, periods after all other items. For the inclusion of other information that may be pertinent (e.g., director, narrator, producer), see the sample entries.

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"Agnes, the Indomitable de Mille." Narr. Agnes de Mille. Prod. Judy Kinberg. Dir. Merrill Brockway. Dance in America. Exec. prod. Jac Venza. Great Performances. PBS. WGBH, Boston. 8 May 1987.

The First Americans. Narr. Hugh Downs. Writ. and prod. Craig Fisher. NBC News Special. KNBC, Los Angeles. 21 Mar. 1968.

Heather Robertson **Speech 150**

EVALUATING SPEECHES

OBJECTIVE: Students will listen to a speech given by a classmate and evaluate it by filling in an evaluation form (samples attached). Current evaluation forms or criteria can be furnished by the course instructor.

RATIONALE: In Speech 150, students are asked to evaluate speeches, either their classmates' or a speech in print, or both. Students need to be familiar with the teacher's evaluation criteria and how to listen for these items. Making a written evaluation also involves giving constructive criticism.

PROCEDURES: This exercise should be done when students are practicing their speeches prior to giving them in class.

1. Students scheduled to give speeches for a grade should be assigned to give their speech for practice during the study group meeting before their assigned day.
2. Before class, make copies of the appropriate evaluation form handout. There should be several copies per student, so that students can fill out these forms for more than one speech.
3. Pass out the evaluation forms before students start speaking and have students read and discuss the meaning of each item on the form. Ask students to give examples for each point to be sure they understand the evaluation criteria.
4. Introduce the concept of constructive criticism, and have students list some examples of constructive and unconstructive comments for some of the points on the form. Emphasize that students should be honest and constructive in their comments in order to be most helpful to classmates.
5. As a student gives his or her speech, the other members of the study group should fill in the evaluation form.
6. At the end of the speech, students pass their filled-in forms to the speaker, and the process is repeated for the next speaker.

SPEECH EVALUATION FORM
Speech I: Personal Narrative/Introduction Speech

Speaker: ______________________ Grade/Points: _________

Topic: ________________________ Time: _________

COMMENTS

I. INTRODUCTION
- gains attention/creates interest
- introduces topic clearly
- states purpose clearly

II. BODY/DISCUSSION
- organizes main points clearly
- supports main points effectively
- uses transitions

III. STYLISTIC PRESENTATION/DELIVERY

Verbal Behavior and Language Use
- uses clear, appropriate, and economical language
- uses proper grammar

Nonverbal Physical Behavior
- uses good posture
- uses appropriate facial expressions
- uses gestures well
- maintains good eye contact

Nonverbal Vocal Behavior
- uses appropriate pitch, rate, volume
- speaks conversationally
- displays adequate fluency/articulation

IV. CONCLUSION
- provides summary
- brings closure to speech

V. OVERALL

- Adheres to time limits
- Demonstrates good rehearsal / practice
- Exhibits adequate preparation and research
- What did speaker do most effectively?

- What should speaker focus on for next speech?

SPEECH EVALUATION FORM
Speech II: My Personal Cultural Artifact Speech

Speaker: ______________________ Grade/Points: __________

Topic: ______________________ Time: __________

SCALE: 5 = Excellent; 4 = Very Good; 3 = Competent; 2 = Needs Improvement; 1 = Very Poor

	1	2	3	4	5	*COMMENTS*
I. INTRODUCTION						
-Attention getter	☐	☐	☐	☐	☐	
-Introduction of topic	☐	☐	☐	☐	☐	
-Relationship of speaker/topic	☐	☐	☐	☐	☐	
-Clarity of purpose	☐	☐	☐	☐	☐	
-Preview	☐	☐	☐	☐	☐	
II. BODY/DISCUSSION						
-Clear thesis statement	☐	☐	☐	☐	☐	
-Clear organization of ideas	☐	☐	☐	☐	☐	
-Support for main points	☐	☐	☐	☐	☐	
-Importance of artifact	☐	☐	☐	☐	☐	
-Connection of artifact/culture	☐	☐	☐	☐	☐	
-Effective transitions	☐	☐	☐	☐	☐	
III. STYLISTIC PRESENTATION/DELIVERY						
A. Verbal Behavior and Language Use						
-Language clarity	☐	☐	☐	☐	☐	
-Language appropriateness	☐	☐	☐	☐	☐	
-Sentence structure/grammar	☐	☐	☐	☐	☐	
B. Nonverbal Physical Behavior						
-Postures	☐	☐	☐	☐	☐	
-Facial expressions	☐	☐	☐	☐	☐	
-Gestures	☐	☐	☐	☐	☐	
-Eye contact	☐	☐	☐	☐	☐	
C. Nonverbal Vocal Behavior						
-Pitch, rate, volume	☐	☐	☐	☐	☐	
-Conversational quality	☐	☐	☐	☐	☐	
-General fluency/articulation	☐	☐	☐	☐	☐	

IV. CONCLUSION					
-Summary of ideas	☐	☐	☐	☐	☐
-Reinforcement of central idea	☐	☐	☐	☐	☐
-Closure/completeness	☐	☐	☐	☐	☐
V. OVERALL					
-Adherence to time limits	☐	☐	☐	☐	☐
-Rehearsal/practice	☐	☐	☐	☐	☐
-Preparation and research	☐	☐	☐	☐	☐

-What did speaker do most effectively?

-What should speaker focus on for next speech?

SPEECH EVALUATION FORM
Speech III: Informative Speech

Speaker: ____________________ Grade/Points: __________

Topic: ____________________ Time: __________

SCALE: 5 = Excellent; 4 = Very Good; 3 = Competent; 2 = Needs Improvement; 1 = Very Poor

	1	2	3	4	5	*COMMENTS*
I. INTRODUCTION						
-Attention getter	☐	☐	☐	☐	☐	
-Introduction of topic	☐	☐	☐	☐	☐	
-Relationship of speaker/topic	☐	☐	☐	☐	☐	
-Clarity of purpose	☐	☐	☐	☐	☐	
-Preview	☐	☐	☐	☐	☐	
II. BODY/DISCUSSION						
-Clear thesis statement	☐	☐	☐	☐	☐	
-Clear organization of ideas	☐	☐	☐	☐	☐	
-Support for main points	☐	☐	☐	☐	☐	
-Sources of support	☐	☐	☐	☐	☐	
-Adaptation to audience needs	☐	☐	☐	☐	☐	
-Effective transitions	☐	☐	☐	☐	☐	
III. STYLISTIC PRESENTATION/DELIVERY						
A. Verbal Behavior and Language Use						
-Language clarity	☐	☐	☐	☐	☐	
-Language appropriateness	☐	☐	☐	☐	☐	
-Sentence structure/grammar	☐	☐	☐	☐	☐	
B. Nonverbal Physical Behavior						
-Postures	☐	☐	☐	☐	☐	
-Facial expressions	☐	☐	☐	☐	☐	
-Gestures	☐	☐	☐	☐	☐	
-Eye contact	☐	☐	☐	☐	☐	
C. Nonverbal Vocal Behavior						
-Pitch, rate, volume	☐	☐	☐	☐	☐	
-Conversational quality	☐	☐	☐	☐	☐	
-General fluency/articulation	☐	☐	☐	☐	☐	

IV. CONCLUSION

-Summary of ideas	☐	☐	☐	☐	☐
-Reinforcement of central idea	☐	☐	☐	☐	☐
-Closure/completeness	☐	☐	☐	☐	☐

V. OVERALL

-Adherence tc time limits	☐	☐	☐	☐	☐
-Rehearsal/practice	☐	☐	☐	☐	☐
-Preparation and research	☐	☐	☐	☐	☐
-Visual aids (if applicable)	☐	☐	☐	☐	☐

-What did speaker do most effectively?

-What should speaker focus on for next speech?

SPEECH EVALUATION FORM
Speech IV: Persuasive Speech

Speaker: ____________________ Grade/Points: ________

Topic: ____________________ Time: ________

SCALE: 5 = Excellent; 4 = Very Good; 3 = Competent; 2 = Needs Improvement; 1 = Very Poor

	1	2	3	4	5	*COMMENTS*
I. INTRODUCTION						
-Attention getter	☐	☐	☐	☐	☐	
-Introduction of topic	☐	☐	☐	☐	☐	
-Relationship of speaker/topic	☐	☐	☐	☐	☐	
-Clarity of purpose	☐	☐	☐	☐	☐	
-Preview	☐	☐	☐	☐	☐	
II. BODY/DISCUSSION						
-Clear thesis statement	☐	☐	☐	☐	☐	
-Clear organization of ideas	☐	☐	☐	☐	☐	
-Support for main points	☐	☐	☐	☐	☐	
-Sources of support	☐	☐	☐	☐	☐	
-Evidence, logic & reasoning	☐	☐	☐	☐	☐	
-Persuasive strategies	☐	☐	☐	☐	☐	
-Adaptation to audience	☐	☐	☐	☐	☐	
-Effective transitions	☐	☐	☐	☐	☐	
III. STYLISTIC PRESENTATION/DELIVERY						
A. Verbal Behavior and Language Use						
-Language clarity	☐	☐	☐	☐	☐	
-Language appropriateness	☐	☐	☐	☐	☐	
-Sentence structure/grammar	☐	☐	☐	☐	☐	
B. Nonverbal Physical Behavior						
-Postures	☐	☐	☐	☐	☐	
-Facial expressions	☐	☐	☐	☐	☐	
-Gestures	☐	☐	☐	☐	☐	
-Eye contact	☐	☐	☐	☐	☐	

C. Nonverbal Vocal Behavior

-Pitch, rate, volume	☐	☐	☐	☐	☐
-Conversational quality	☐	☐	☐	☐	☐
-General fluency / articulation	☐	☐	☐	☐	☐

IV. CONCLUSION

-Summary of ideas	☐	☐	☐	☐	☐
-Appeal to action	☐	☐	☐	☐	☐
-Closure / completeness	☐	☐	☐	☐	☐

V. OVERALL

-Adherence to time limits	☐	☐	☐	☐	☐
-Rehearsal / practice	☐	☐	☐	☐	☐
-Preparation and research	☐	☐	☐	☐	☐
-Visual aids (if applicable)	☐	☐	☐	☐	☐

-What did speaker do most effectively?

-What should speaker focus on for future speeches?

Heather Robertson Speech 150

USING VIDEO FOR SPEECH PREPARATION

OBJECTIVE: Student practice speeches will be videotaped and students will watch themselves on video.

RATIONALE: Students who see themselves giving a speech on video notice their own delivery problems and become very motivated to improve.

PROCEDURES: This exercise should be done before an important speech. Schedule half the class to give practice speeches during one group meeting, and the other half during the next group meeting.

1. Students should give their speeches to the study group as practice. These speeches are videotaped by the study group leader or by someone from Media Servides.
2. Play back the videotape. Since the speeches may be rather long, fast-forward can be used after the first few minutes of one speaker to go to the next one. Ask the speaker to comment on his or her delivery; then ask students to make constructive comments on how each speaker can improve.

Notes for Study Group Leader: The video equipment can be obtained from the Learning Resource Center or through the LRC from Instructional Media. The study group leader should become familiar with the equipment and have a blank videotape(!) before the class begins.

It is very important to be tactful and constructive in making comments when playing back the videotape. Guide students' attention to the key issues required for a good speech grade if the group gets off track.

Sometimes students are so shocked to see what they look like that they have to see themselves twice in order to absorb the input.

If anyone is bothered by their physical appearance, it is useful to note that people look quite a bit fatter on video than in real life, and that the colors on the screen are not very realistic. In addition, a student's friends and family have always liked the student just as he or she is even though the student might not be happy upon seeing himself or herself.

Heather Robertson Speech 150

OUTLINING A MODEL SPEECH

OBJECTIVE: Students will read a model speech and reconstruct its outline.

RATIONALE: Students can read and analyze a model speech similar to one they will be giving. Working backwards from finished product to outline can help reinforce outlining skills.

PROCEDURES: Do this exercise as preparation for the first major speech, "My Personal Cultural Artifact." Use the speech in Osborn & Osborn, page 427, titled "Free At Last," as the model speech.

1. Students should read the model speech and discuss how it meets (or doesn't meet) the assignment requirements.
2. Review basic outlining skills.
3. Students should read the speech again, looking for main divisions, especially between the introduction, body, and conclusion. Discuss these divisions. Also discuss the subtopics of the body of the speech and how these are supported.
4. Students write an outline of the speech.
5. In groups or pairs, students can compare outlines. Students can write outlines on the board and the study group can discuss them, with emphasis on how the outlines meet (or can be changed to meet) the assignment requirements.
6. As follow-up, students should work on or check the outlines for their own speeches.

Heather Robertson **Speech 150**

PRACTICE EXAM

OBJECTIVE: Students will prepare for an examination by taking a practice test.

RATIONALE: A practice test can help students focus on key points from the material, as well as develop test taking strategies. If one can be provided by the instructor, it can give students a chance to get used to the instructor's test style.

PROCEDURES: This exercise should be done after students review for an exam. A practice test can sometimes be obtained from the instructor, or if it is possible to get an instructor's manual for the textbook, sample test questions can be photocopied and cut/pasted to form a practice test. Another method of developing test questions is as follows:

Students construct two to five test questions (with answers on a separate answer key) as homework, with each student making questions for a different part of the course material. The questions should follow the same format as the actual exam (essay, T/F, multiple choice, etc.).

1. Pass out the practice exam and do the first few questions together as a group. Discuss types of questions and test-taking strategy. Review the time allowed for the actual test and the length of the actual test, focusing on how to manage time during the test.

2. Students should work on the rest of the test individually, following the timing and rules as in a real test.

3. After completing the test, students work in pairs to go over their answers, checking notes and text as necessary to arrive at correct answers.

4. The study group leader writes the answers on the board while students mark their work. The group discusses any errors that were made and any problems in taking or understanding the test. The group goes over methods of preparation for the test and what information they might expect to be on the actual test.

ALTERNATIVE EXAM PRACTICE:
Students bring test questions to class and exchange them. For the set of questions they receive, they write answers on a separate sheet of paper. Objective questions can be exchanged several times with different students, so that each student answers 20 questions. Students then check their answers with the author of the questions and discuss. Discussion should focus on whether these are the type of questions that will actually appear on the test.

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